SIG Form 1—Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
November 18, 2011, 4 p.m.

Submit to:
California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

NOTE: Please print or type all information.

County Name:		County/District Code:
Santa Cruz County		**44-69799**
Local Educational Agency (LEA) Name		**LEA NCES Number:**
Pajaro Valley Unified School District		**0629490**
LEA Address		**Total Grant Amount Requested**
294 Green Valley Road		**$10,808,630.00**

City		Zip Code
Watsonville		95076
Name of Primary Grant Coordinator		**Grant Coordinator Title**
Kim Sweeney		SIG Coordinator

Telephone Number	Fax Number	E-mail Address
(831) 786-2100 X-2502	(831) 728-6210	kim_sweeney@pvusd.net

CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee	Telephone Number
Dorma Baker, Superintendent	**(831) 786-2135**
Superintendent or Designee Signature (Blue Ink)	**Date**

SIG Form 2—Narrative Response

i. Needs Analysis

Response: Pajaro Valley Unified School District serves a K-12 student population of over 19,000 students. The student demographic data includes 18.8% white; .6% African American; 77.9% Hispanic or Latino; 1.1% Filipino; 1.0 % Asian; and .06% other. The district also supports a population of 8,500 (44%) English Learners and 3,345 (17%) Migrant Students. Approximately 83% of our students qualify for free and reduced lunch. Presently, the district consists of 16 elementary schools, 6 charter schools, 5 middle schools, 1 junior high school, 3 comprehensive high schools, 1 continuation high school and 2 alternative schools and an Adult Education Program.

E.A. Hall Middle School and Watsonville High School have a high percentage of English Learners and a high percentage of students that qualify for free and reduced lunch. These two subgroups are the most significant in impacting student achievement at both schools. Both schools have a large population of long-term English Language Learners.

The needs assessments for these two Tier II schools show that students, especially the English Learners are not making adequate progress as measured by the CST in English Language Arts and Math, the CELDT Assessment and the CASHEE. Both schools need additional professional development for teachers and coaching support to implement effective strategies and the use of data to ensure student success.

The Superintendent, Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education, Principal of Edward A. Hall Middle School, Principal of Watsonville High School, and staffs for both schools, conducted a comprehensive need analysis of each of the schools using data from the CST, CELDT, AMAO results, district benchmark data, the district Healthy Start Climate Parent Survey, student surveys, and data from classroom observations. The high school used WASC findings and CASHEE results. The district administration, which included the Superintendent met with parents/community and school staff from each of the two schools to gather and elicit a range of perspectives on the needs of the schools.

Edward A Hall Middle School
A new principal was hired at E.A. Hall in June, 2010 and a comprehensive needs analysis was begun at that time. An examination of California Standards Test (CST) data in English Language Arts (ELA) showed that the students were performing far below the state and district averages. The chart below shows the percentage of students at each grade who scored proficient or above on the English Language Arts portion of the CST over the past 5 years.

Percent Proficient or Above on the ELA CST by Grade

	ELA Prof. 6th	ELA Prof. 7th	ELA Prof. 8th
2006-07	15.7%	17.50%	21.89%
2007-08	12.9%	18.30%	29.73%
2008-09	12.57%	21.30%	20.09%
2009-10	22.86%	20.35%	32.16%
2010-11	25.32%	23.84%	25.43%

The percentage of students proficient or higher in ELA for 2010 has improved over the past five years, but not at a sufficient or consistent rate, Scores have fallen below the district average by more than 20 percentage points in grade 6, 18 percentage points in grade 7, and 15 percentage points in grade 8. Overall, 28.8% of the students at EA Hall Middle School were proficient or above in ELA in 2010, falling below the state target of 56.8% proficient for 2010. In 2011, 25.7% of the students at EA Hall Middle School were proficient or above in ELA falling below the state target of 67.6% proficient for 2011.

- The percentage of Hispanic students proficient or higher in ELA has improved slightly over the previous years, but not at a successful rate. The percent of Hispanic students proficient or higher was: 21.5% in 2009, 28.4% in 2010, but fell to 24.8% in 2011. EA Hall was able to meet the AYP Criteria in 2010 through Alternate Methods (Safe Harbor), but significant gains were not seen in a multi-year analysis as they fell again in 2011.
- The percentage of English Language Learner students proficient or higher in ELA has been consistently low over the previous years, sometimes dipping below the previous years. The percent of English Learner students proficient or higher was: 11.7% in 2009, 21.9% in 2010, but fell 19.0% in 2011.
- The percentage of Socioeconomic Disadvantaged students proficient or higher in ELA has improved slightly over the previous years, but not at a sufficient rate. The percent of Socioeconomically Disadvantaged students proficient or higher was: 21.5% in 2009, 26.3% in 2010, but fell to 24.9% in 2011.

E.A. Hall Middle School, like many schools in the Pajaro Valley Unified School District, (PVUSD) has a large percentage of English Learners. Nearly all of them speak Spanish as their first language. According to the R-30 Language Census Report in 2010, E.A. Hall Middle School has 80 migrant students and 301 Limited English Proficient (LEP) students out of a total of 529 or 57%.

Examination of CELDT data shows that while many EA Hall Middle School students are making progress in English Language Development listening and speaking skills, the school is not consistently meeting AMAO 1 targets (percentage of English Learners making expected growth in English) , but did consistently make the AMAO 2 targets (percentage of English Learners reclassifying to Fluent English Proficient) from 2007 to 2010, and continues to fall short of making AMAO 3 targets(percentage of students scoring proficient or above on the CST) targets in English Language Arts.

Edward A Hall Middle School AMAO Data

CELDT Year	AMAO 1 Target = % Making gains in English	Met AMAO 1	AMAO 2 Target = % Reclassifying to FEP	Met AMAO 2	Met AMAO 3 = % Proficient in ELA on CST
2007	50.10%	46.6% - No	28.90%	40.3% - Yes	No
2008	51.60%	47.7% - No	30.60%	38.3% - Yes	No
2009	53.10%	53% - Yes	32.20%	33.6% - Yes	No
2010	54.60%	48.9% - No	33.90%	33.9% - Yes	No
2011	56%				

AMAO 2 Results for E.A. Hall Middle School						
	Less Than 5 Years 2009-2010	5 Years or More 2009-2010	Less Than 5 Years 2010-2011	5 Years or More 2010-2011	Less Than 5 Years 2011-2012	5 Years or More 2011-2012
Target	17.4	41.3	18.7	43.2	20.1	45.1
Percent Meeting Target	26.9	38.8	12.2	39.8	TBD	TBD

In addition to test scores, observation data gathered by administration, as well as results from the ELD Staff Survey were analyzed and showed the following weaknesses in the English Language Arts and ELD instructional programs at E.A. Hall Middle School.

- Upon review of the master schedule in the fall of 2010, it became apparent that grouping for ELD at E.A. Hall was not aligned with the district Master Plan for English Language Learners. The master schedule was reworked to include ELD classes so that systematic ELD instruction would be provided to all CELDT level 1-3 students using SBE approved materials (supported with QEIA funds). There currently is a need to provide ELD instruction for appropriate levels 4-5.
- In the fall of 2011, all students in levels 1-3 were placed in the appropriate, ELD classes, ie. Inside USA, A, B, C. All newcomers receive extra help with SEI materials and are a part of the Extended Learning Language Acquisition classes. All of these students are also mainstreamed in regular CORE classes and receive an additional block of Language Arts.
- The ELD Staff Survey results indicate that 75% of E.A. Hall teachers need support to address the language needs of the students across content areas. 67% of the teachers indicated a need for a school-wide focus on improving English language skills including academic English. In addition, teachers need to monitor progress of ELLs towards reclassification.
- Classroom observations as well as the staff survey indicate that, although all teachers are CLAD certified, further SDAIE professional development is needed for teachers, especially because of the high numbers of ELLs at E. A. Hall. Teacher survey comments consistently indicated a need for on-going training, collaboration, and coaching, especially because teacher turnover had been very high (39% turnover rate) until the 2010-2011 year when it dropped to 2%.
- All teachers are regularly using Data Director to print answer documents, scan assessment results, and pull assessment results for benchmark exams. Data analysis of ELA pre assessment and post assessment data for 2010-2011 shows gains in percent proficient in all grades: 6th went from 15% to 25%, 7th grade went from 7% to 10%, 8th grade went from 7% to 12%. Although there was growth, it was not significant, especially considering the amount of instruction following the pre assessment. 2011-2012 Benchmark data for the first benchmark assessment indicates that 6th grade dropped to 16% proficient or advanced, but 7th and 8th grade improved to 22% and 36% proficient or advanced respectively.
- Teachers continue to work through the data team process to analyze needs and adjust instruction. They have received on-going support and training and have

completed four data cycles. Following the data team implementation as a part of the PVUSD Comprehensive Accountability Framework (CAF), EA Hall grew 63 points on the API in 2009-2010, but fell 32 points in 2010-2011.

Percent Proficient in Math CST by Grade

	Math Prof. 6th	Math Prof. 7th	Math Prof. 8th General Math	Math Prof. 8th Algebra I
2006-07	12.16%	26.00%	5.42%	36.76%
2007-08	18.28%	15.79%	20.69%	22.16%
2008-09	13.56%	26.63%	19.12%	32.47%
2009-10	28.74%	29.07%	33.93%	51.90%
2010-11	25.00%	26.90%	17.89%	20.97%

The percentage of students proficient or higher in Math for 2010 had improved over previous years, but at a very slow rate, falling below the district average by 13 percentage points in grade 6, 9 percentage points in grade 7, and 7 percentage points in grade 8 Algebra 1, but in grade 8 General Math EA Hall exceeded the district average by 7 percentage points. Overall, 35.6% of the students at EA Hall Middle School were proficient or above in Math in 2010, falling below the state target of 58% proficient for 2010, but fell to 24.6% in 2011, falling below the state target of 68.5%. In 2010,the significant subgroups met the proficient rate criteria, all sub-groups did meet the criteria through the Safe Harbor Method (Hispanic/Latino, English Learners, Socio-economically disadvantaged). In 2011, non- of the subgroups met their AYP targets.

- The percentage of Hispanic students proficient or higher in Math has improved slightly over the previous years, but not significantly. The percent of Hispanic students proficient or higher was: 22.7% in 2009, and 34.6% in 2010, and fell to 24% in 2011. EA Hall was able to meet the AYP Criteria in 2010 through Alternate Methods (Safe Harbor), but significant gains were not seen in a multi-year analysis with the exception of grade 8 Algebra 1 where there was a gain of 31.56 percentage points in 2010-2011.
- The percentage of English Language Learner students proficient or higher in Math has been consistently low over the previous years, with significant gains in 2010. The percent of English Learner students proficient or higher was: 16.6% in 2009, and 31.5% in 2010, and fell to 21.5% in 2011. In order for English Learners to continue to improve in math, the school will need to continue with the DATA Team implementation with fidelity and will need to provide explicit English Language Development.
- This also applies to the percentage of Socioeconomic Disadvantaged students who scored proficient or higher in Math has steadily improved, with a significant gain in 2010. The percent of Socioeconomically Disadvantaged students proficient or higher was: 22.3% in 2009, and 33.6% in 2010, and fell to 24.4% in 2011. The percent Students with Disabilities of proficient or higher was: 30.9% in 2009, 34.2% in 2010, and fell to 29.8% in 2011.

Analysis of Math benchmark assessment results for 2010-2011 indicate the percent of students proficient and above was not significant on benchmark 1, 2, and 3: 6th grade percent proficient was 31%, 14%, and 17%, 7th grade percent proficient was 8%, 10%,

and 12%, 8th grade percent proficient in Algebra Readiness was 36%, 7%, and 4% and in Algebra 1 percent proficient was 32%, 24%, and 9%. Teachers continue to work through the data team process to analyze needs and adjust instruction.

E.A. Hall grew 63 points on the API in the 2009-2010, and fell 32 points in 2010-2011.In the spring of 2010, it was identified as a Persistently Low-Achieving Tier II School. It was then that the restructuring process was begun with the appointment of a new principal shared between the adjacent elementary school and E.A.Hall. The staff was made aware of the need to begin the restructuring process during the 2010-2011 school year. With the announcement of a new Cohort of SIG grants available in Winter 2011, the staff met with district administration to discuss the various SIG model options and the necessary process for more deeply defining the school vision. The school, district, school administration, and community immediately began a series of restructuring meetings with both parents and school staff to obtain more information about how to best address the needs of the students and to assess the capacity of the school personnel and parent community to implement change.
A series of staff meetings were held to review data and to conduct a needs analysis. The E.A. Hall teaching staff and administrators met on March 28, 2011, to review data and prioritize needs. Using the information from the Handbook for Effective Implementation of School Improvement Grants from the Center for Innovation and Improvement, 2009, the staff was divided into 4 mixed grade level groups to examine best practices in: developing and increasing teacher and school leaders (and other staff) effectiveness, comprehensive instructional reform strategies, increasing learning time, creating community oriented schools, and providing operational flexibility and sustained support. They were given time to compare them with practices already in place at E.A. Hall Middle School (See Appendix pp. 2). The staff identified the following needs to:
- Ensure that core curriculum is taught with fidelity.
- Teach ELD with fidelity.
- Improve instructional delivery of ELD.
- Use effective strategies to differentiate instruction and increase student engagement in all classrooms.
- Use effective strategies designed to increase academic language development.
- Increase the use of data as an integral part of all meetings, to monitor student progress frequently, and to continue with the data team cycle (examine student data, set instructional goals, identify and use appropriate teaching strategies consistently, and measure the outcomes of instruction).
- Build a professional learning community built on LifeSkills of respect and where professional development, coaching and examining student data is valued to improve student achievement.
- Extend the school day to provide more instruction for students and allow greater continuity and collaboration between the regular day and the after school program.
- Teach reading and writing strategies across the curriculum
- Have more parent involvement and parent training to help support students at home.
- Increase communication between school and the parent community.
- Empower students in leadership roles within the school to work side by side with the

staff.
- Retain highly qualified teachers.
- Develop a consistent discipline system.
- Support students using RTI intervention model.

The parent community met with site administration on April 7th, 2011 and both the School Site Council and ELAC examined parent survey data and the school's Parent Involvement Policy.   Parents expressed the following needs to:
- Increase parent involvement and parent volunteers in the school.
- Involve parents in a consistent, fair school- wide discipline system.
- Have parent education opportunities that address learning strategies, standards, and other important supports children need to be successful at school and at home during the school year and over vacations.
- Hire a Parent Liaison to bridge communication with the community.

The analysis of the school climate survey (Healthy Start Parent Survey) given in 2010, in which one fourth of the parents responded indicate the following:
- **Academic Program:**
  22.6% of the parents understand grade level standards, receive enough information to understand the school academic program and agree that their child is challenged to reach his/her academic potential. Nearly 11% of parents responded that their child is not being adequately prepared for college and career pathways and that parents do not fully understand what classes are needed.
- **School Climate:**
   6.2% of parents responded that staff does not respond promptly to parent concerns, that discipline is not fair and consistent, and that students are not well known by school staff.
- **School Support Resources:**
  33% of parents responded that the half time counselor has not provided their child with information about college and careers.
- **School Physical Environment:**
  6% of parents feel that E. A. Hall Middle School is in good physical condition.
- **Teachers:**
  9% of the parents believe that teachers communicate with them about their child's progress and are not available after class to help their child when they need it.
- **Partnerships:**
  17% of parents believe they have ample opportunities to become involved in school activities, resulting in only 8% responding that they have volunteered at school.
- **Technology:**
  23% of parents report that their child spends time on the computer at school, and 23% of the parents report that their child has access to a computer at home.

Number of Student Suspensions per Year at Edward A Hall Middle School

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total # Days Suspension	872	1024	617	527	222

While parents perceive E.A. Hall Middle School as a safe school, the previous five year student suspension data indicated significant numbers of student suspensions over time. Analysis of parent survey data and suspension data reflected a need for a more positive and consistent discipline system that would be aligned with a rigorous and engaging academic program, which would include parents, teachers, and students working together. In response to the suspension data between 2005-2010, the new administration began to work with the staff to develop a new discipline system at the beginning of the 2010-2011 school year which resulted in a reduction of suspensions by half.

The principal brought in a new philosophy in addressing problems using a positive behavior system that incorporates the Lifeskill Program. This program is consistent with the one used in the adjacent feeder school; where over 63% of the student body at E. A. Hall come from . A bullying prevention program was begun in the 2010-2011 school year, several assemblies were presented to the students and teachers, and created a discipline committee to look at procedures in classrooms and in and around the school. Professional development (Rethinking Classroom Management) consisting of workshops, peer observations, and coaching was provided to all teachers to assist with prevention strategies in the classroom and to align classroom practices in management, room environment, and student engagement.
Staff survey results indicate the following needs:
- Students need be provided opportunities for student leadership and need to be involved in the management and governance of the school. They will help continue the existing anti-bullying campaign, and a conflict managers program.
- Teachers and parents need training in LifeSkills strategies to continue to support a school climate that discourages bullying and promotes a positive school culture.
- Students, teachers and parents need use existing systems (School Messenger auto-dialer system and School Loop) more effectively to increase home school communication.
- District and school site need to monitor and support initiatives to ensure fidelity of implementation as a part of the overall school improvement plan.

Edward A Hall Middle School
The district and school administration immediately began a series of restructuring meetings with the community, parents and school staff to obtain more information about how best to address the needs of the students and to assess the capacity of the school personnel and parent community to implement change.
Edward A Hall Middle School consulted and informed stakeholders (School Site Council, ELAC and Migrant parents) with information regarding Persistently Lowest Achieving School status. The following meetings have taken place:
- On September 16, 2010, October 12, 2010, the school principal and the Superintendent and Assistant Superintendents informed the SSC, ELAC and Migrant Parents about the school's Tier 2 status .The restructuring process was also discussed with SSC and ELAC parents on November 4th, 2010. They asked questions and gave input for the desired model for restructuring the schools. (See Appendix 1)

- A presentation on the four intervention models was made by the Superintendent and Assistant Superintendents to the Restructuring Committee on December 2, 2010 and on December 20, 2010. Information was given, questions were answered, and input was gathered regarding the restructuring process and the models (See Appendix 2 a and 2 b)
- On January 19, 2011 the Principal and the school leadership team met with the school staff to give information, answer questions and to gather input regarding the restructuring process, and the models. The school staff received a copy of the all the models. School staff emailed input to the school principal. (See Appendix 3).
- On January 20, 2011, a meeting was held with stakeholders (School Site Council, ELAC and Migrant parents) and the Superintendent and Assistant Superintendents. More information was given regarding the school's status and parents shared ideas and gave input for the SIG application. A presentation of the Transformational and Turn Around Models was given at this meeting as well. .(See Appendix 4).
- On February 3, 2011 the Restructuring Committee voted and approved the Transformational Model after looking in depth at mandates and details of the models.(See Appendix 5).
- On March 19, 2011 the School Leadership Team and additional staff met on a Saturday retreat to brainstorm and provide in depth input on various components of the grant. It was presented to the staff on March 21, 2011 and discussed at the staff meeting.(See Appendix 6).
- On October 19, 2011, the staff met to discuss the reapplication process for the RFA Cohort 2 SIG . At this time, the staff discussed increased learning time, and professional development needed for English Language Development. (See Appendix 7)
- On October 20, 2011 the School Site Council and English Learners Advisory Council met to discuss the reapplication process for the RFA Cohort 2 SIG . At this time, increased learning time, and professional developed needed for English Language Development, and parent involvement and support was discussed. The new bell schedule was also approved for the year 2012-2013(See Appendix 8)
- On November 7, 2011, the School Leadership Team met to discuss a list of "Expectations" for E.A. Hall personnel. The School Leadership Team asked questions for clarification and gave input. Leadership Team members were asked to meet with their grade level teams to discuss and give input to the list of "Expectations." (See Appendix 9).
- On November 9, 2011a staff meeting was held, the rest of the staff received the Teacher the Teacher Expectations and a discussion was held. The Superintendent had assisted the principal in reviewing the mandates of the SIG grants in March of the prior school year. Staff asked questions and provided input and agreed that these expectations are reflections of the Standards for the teaching profession and should always be adhered to. (See Appendix 10)

i.   Needs Analysis

Response: The Superintendent, Assistant Superintendent for Secondary Education, and the staff / administration of Watsonville High School, conducted a thorough assessment of the school using data from the CST and CELDT (including trend data over the past 6 years), CAHSEE, district benchmark data, WASC accreditation

documents, the district and school site parent surveys, student surveys, and observations of classroom teaching. The Superintendent, Assistant Superintendent, and site administration met with parent/community groups and staff from the school to elicit a range of perspectives on the needs of the school.

At **Watsonville High School** a new principal was hired in September 2010, and a comprehensive needs analysis was begun at that time in accordance to the accreditation process. An examination of California Standards Test (CST) data showed that the students at Watsonville High have been performing far below the state and district averages over time in all content areas.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/ language arts	25%	27%	31%	32%	35%	38%	46%	50%	52%
History/social science	12%	19%	29%	23%	26%	34%	36%	41%	44%
Mathematics	9%	9%	13%	31%	35%	39%	43%	46%	48%
Science	20%	30%	36%	35%	38%	44%	46%	50%	54%

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

The multi-year data indicates a pattern of student achievement that remains static over time in all content areas. The percentage of students scoring at or above proficiency has not increased significantly over a five year period. Additionally, student movement out of far below basic is not significant. Fluctuating student growth occurs in the below basic and basic levels without significant growth into proficiency.

The multi-year data below indicates a pattern of student achievement that remains static for the significant sub-group English Language Learners. The performance gap for RFEP students in ELA and Math continues to grow as AYP targets are set at higher levels.   RFEP students represent over one third of the total number of students tested. Student performance for the remaining EL students also remains static, but at much lower achievement levels. Long term English Learners comprise a large number of both the RFEP and the remaining EL students who, when combined, represent nearly two thirds of students tested. CST Summative Percent Proficient RFEP, EL, EO Groups Proficiency levels remain below the state target and the gap between EL and RFEP/EL is significant. Data in all content areas make it apparent that academic literacy is a barrier in all subject areas. Instruction for ELs has been inconsistent and focused more on concept attainment rather than language development in the content. WHS needs to adjust EL instruction to focus on academic language for the content area and the use of primary language for support only.
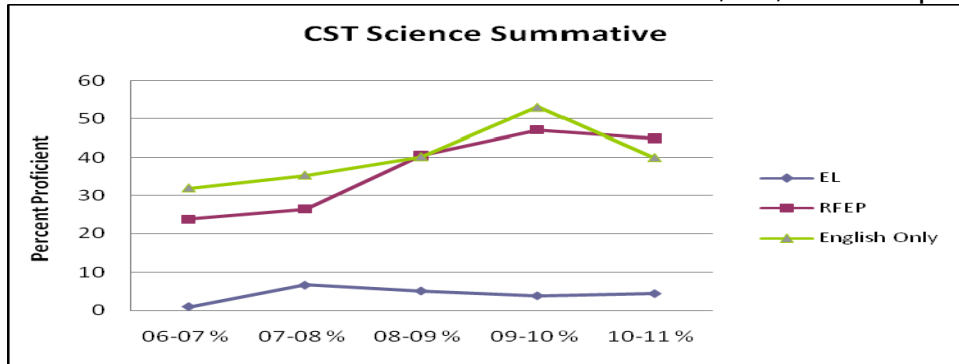
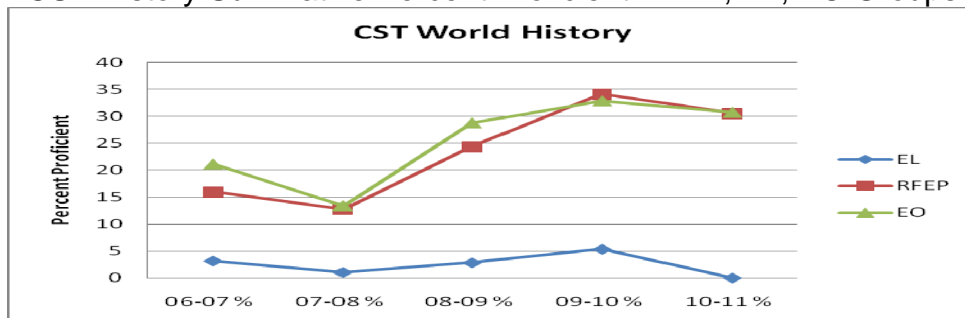## CST ELA Summative Percent Proficient RFEP, EL, EO Groups
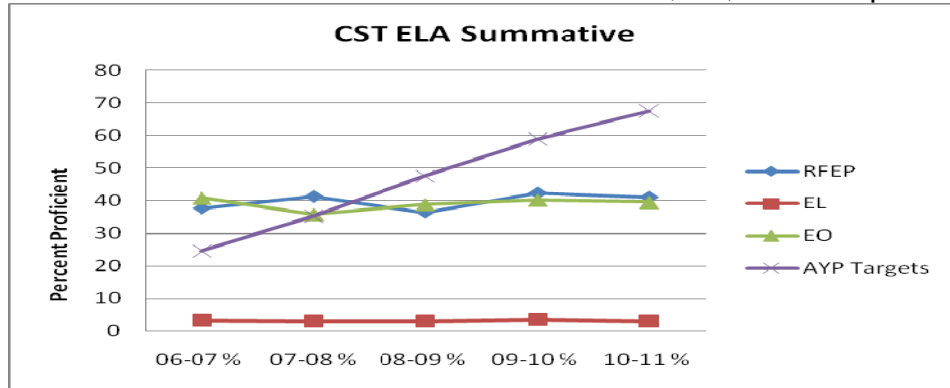
CST Math Summative Percent Proficient RFEP, EL, EO Groups
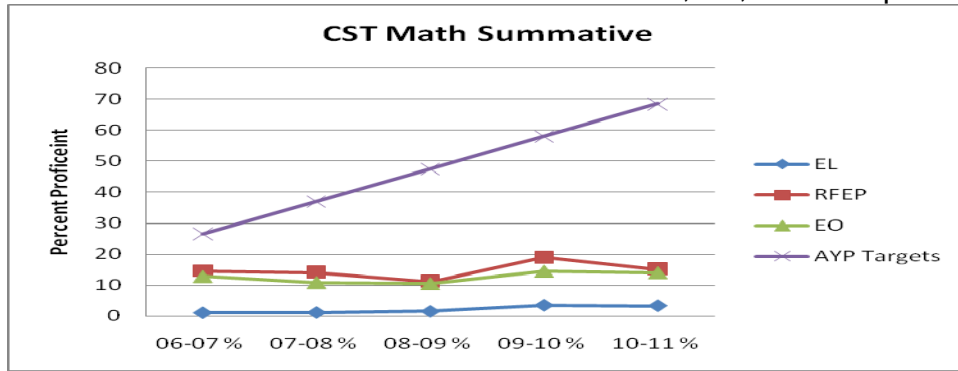
CST Science Summative Percent Proficient RFEP, EL, EO Groups


## CST History Summative Percent Proficient RFEP, EL, EO Groups

The multiyear data below indicates tenth grade passing rates for CAHSEE. RFEP students have attained a high passing rate, exceeding the English Only population. The remaining ELLs have shown some growth, but not significant growth over time. Until 2009-2010, the focus had been on getting juniors and seniors to pass the CAHSEE before graduation, rather than the state's focus of getting students to pass at the sophomore level at proficiency. The overall tenth grade CAHSEE passing rate continues to be nearly 10% below the state average, though RFEP students score a consistent 10% or more above the state average. Although the passing rates are up, analysis of frosh and sophomore grades and CSTs, shows low skills in the CAHSEE target areas. In spring 2011, we gave the freshmen a practice CAHSEE for the first time specifically so that interventions could be implemented as appropriate in Math and ELA classrooms. The analysis further indicates a need to focus to increase sophistication of writing so that students are prepared for college without needing remediation. We need to establish a clearer focus on skills measured by the CAHSEE via our data teams which will help us identify student skill gaps and appropriate teaching strategies. Professional development is needed to identify the proper scaffolding techniques and to breakdown CAHSEE ELA and Math standards for direct instruction and continuous reinforcement of CAHSEE skills in all content areas.

10th Grade CAHSEE RESULTS percent passing
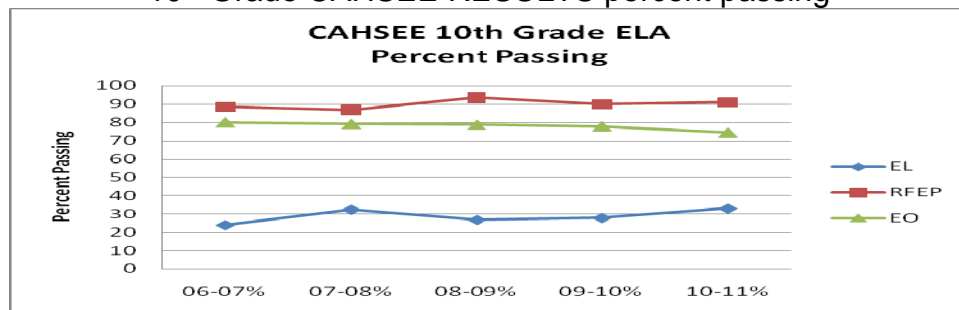
Watsonville High AMAO Data
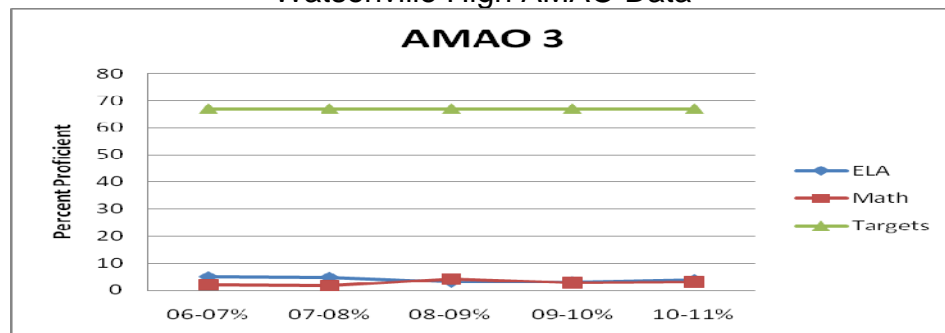
Watsonville High School, like the other comprehensive high schools in the Pajaro Valley, has a large percentage of English learners. The majority of them speak Spanish as their first language. (R-30 Language Census Report in 2010-2011), Watsonville High has 451 English Learners (LEP) and 551 Reclassified Fluent English Proficient (RFEP) students out of a total of 1,987. Currently, WHS has a large migrant population of 237, 100% of whom are English learners.

CELDT results show that many Watsonville High students are making progress in English listening and speaking skills but not in reading and writing or in raising EL achievement in CST proficiency. Currently 551 students have reclassified to RFEP but have not yet met the proficiency requirement on the CST. Our RFEP students exceed the school and district average on the CAHSEE. Analysis of these data points reveals that academic language and critical thinking in English are likely the missing link to build proficiency.

Individual student results, including long time English learners, on district benchmark exams and individual reading tests also showed that while many students have acquired grade appropriate phonics and decoding skills, they have not acquired the academic vocabulary and comprehension skills to read and understand grade level text. It was not uncommon to see students read over 100 words per minute and be unable to retell what they have read.

This is why we have not been able to meet AMAO target 1 (percentage of English Learners making expected growth in English), AMAO 2 (percentage reclassifying to FEP), or AMAO 3 (percentage of students scoring proficient or above on the ELA CST).

In addition to test scores, Watsonville High also examined the WASC visiting committee findings for 2008 and 2010. The result of the WASC findings as well as classroom observations by site administration showed the following areas of growth in the English Language Arts and ELD at Watsonville High School:

- Although the district had provided the state adopted core instructional ELA program, Holt, for all teachers, not all teachers at Watsonville High School had or were consistently using all or the components of the program.
- English learners were receiving very little SDAIE instruction, especially to support the reading program. Although some teachers incorporated some SDAIE strategies into their English Language Arts (ELA) instruction, SDAIE strategies were not specifically taught nor targeted to meet each student's needs.
- The data shows that the English language development program was not implemented with fidelity.
- Classroom teacher observations and discussions, revealed that many teachers had inadequate training in how to engage students in differentiated instruction to meet the needs of each individual student within the classroom, (Tier 2 intervention).
- Teachers lack sufficient teaching time to adequately cover the ELA, Math, ELD, and content area instructional needs of the student population. Although Watsonville High met or exceeded the minimum number of instructional minutes.
- There was a lack of clear alignment between the Extended Learning Program (after school and summer) and the regular day instructional program. While standards based curriculum is being taught during the day, there was little evidence of this being taught after school. Teachers need to pass on standards based activities aligned with the necessary benchmarks making it easier for after school staff to re-teach or pre-teach new concepts and skills.
- Half of the 9-10th grade students and nearly one third of the 11-12th graders were two

years or more below grade level standard in reading. There was little differentiation of instruction or use of the district adopted programs to help these students achieve grade level goals.

Process
In spring 2010, Watsonville High School was identified as a Persistently Low-Achieving Tier II school, district and school administration immediately began a series of meetings with both parents and school staff to obtain more information about how best to address the needs of the students and to assess the capacity of the school personnel and parent community to implement change. At that time, Watsonville High was not ready to apply for a School Improvement Grant; however the school redoubled efforts on planned reforms such as data teams, formative assessments, and differentiated instruction professional development.

With the announcement of a new round of grants available in winter 2011, the staff met with district administration on March 9, 2011 to discuss the various SIG model options and the necessary process for more deeply defining the school vision and continuing our restructuring efforts. The teaching staff met throughout the day during prep periods on March 11th, 14th and 15th to share ideas and concerns in alignment with Handbook for Effective Implementation of School Improvement Grants.

Site Council and ELAC / Migrant parents met with district and site administration on March 2nd and 10th 2011 and again on October 5, 2011 and November 2nd 2011 to review the four models and mandate. On April 7, 2011 parents were given a survey, which administration, parents and staff examined for data. Parents expressed needs in the following areas:
- Parents were honest in their assessment that they have not done enough to help in the school and need to volunteer more.
- Parents expressed a need for more training in supporting their children and how to support them with academics.
- Parents also expressed a need for more bilingual teachers (English and Spanish).

On March 16th 2011, Watsonville High School staff met to discuss best practices described in the Handbook for Effective Implementation of School Improvement Grants. These groups acknowledged a need for more support in the following areas:
- Strategies to differentiate instruction and increase student engagement
- Continued training and support in teaching ELD
- Time to coach one another in the implementation of new skills they have learned
- Time for data team planning to examine student data, set instructional goals, identify and use appropriate teaching strategies, and measure results
- More support for the CAHSEE to increase the number of sophomores passing.
- Extension of school year to provide more instruction for students
- Allow greater continuity and collaboration between the regular day and the after school program
- More parent involvement and parent training to help support students at home
- More communication between school and the parent community.

- <u>Time</u> to collaborate and plan curriculum to increase rigor and effective implementation of the core curriculum.

At the fall SBC day on August 15, 2011, administration highlighted the current CST data and the relation of our RFEP as the leverage subgroup. Staff discussion affirmed the inference of academic language as a factor with overall CST levels. It was concluded that focus is on concept attainment and not necessarily the development of high level academic language. School Wide Focus on the essentials is required to radically improve student learning. (Schmoker)Consistent implementation of guaranteed standards based curriculum, authentic college prep literacy, and effective lessons will be the focus of collaboration and professional development. (Frey, Fisher, Schmoker)

The following is an analysis of the school climate survey completed in April 2011.   Over 250 parents responded to the parent survey and the results were overwhelmingly positive.

Academic Program:
- 90% of the parents understand grade level standards, receive enough information to understand the school academic program and 87% agree that their child is challenged to reach his/her academic potential

School Climate:
- 85% of parents report that their child feels safe at school, that the school is responsive to their needs, and that they feel comfortable talking with the child's teachers
- Continual improvement of student safety necessitates our building a conflict resolution program. Pajaro Valley Prevention and Student Assistance has a program to train adult advisors and students in peer-to-peer conflict resolution. Addressing student conflicts before they become serious will increase each student's feeling of security on campus. This in turn will reduce student suspensions. Student attendance is also influenced by a student's feeling of safety on campus. Watsonville High School has a system to monitor and support families with truant students called Attendance Review Committee meetings. Teachers, parents, administration, and the attendance specialist meet with the student to identify causes of truancy and to identify support whether it be academic or social to improve the students attendance and achievement.

School Support Resources:
- 87% of parents know who to contact if their child needs help and 85% of the parents state that counselors have provided their child with information about college and careers. 83% teachers are available outside of class to help their child when they need it.

School Physical Environment:
- 77% of parents feel that Watsonville High School is in good physical condition and 91% believe that the teachers maintain an environment that is conducive to learning.

Teachers and Administrators:
- 82% of parents report that teachers encourage them to become involved in school, and 85% feel they have been provided opportunities to learn how to help their child.

Partnerships:
- 85% of parents have attended school functions but only 76% believe they have ample opportunities to become involved in school activities

Technology:
- 84% of parents report that their child spends time on the computer at school and 82% of the parents report that their child has access to a computer at home.

From all the data school data analyzed, Watsonville High School identified the need to reinforce the current structure by returning to the basics of good program and instruction in order to meet the needs of all students especially the ELs. We need to set solid learning goals followed by instruction that matches the needs of a variety of students, focused both on standards and critical thinking skills. Teacher's need to be adept at identifying student skills and providing the proper scaffolding to have students meet proficiency. The long-term English learners are a critical subgroup to address by adjustments to teaching strategy and course level support. Our focus needs to be on instruction and targeted intervention.

ii.	Selection of Intervention Model

In summary, each of the two Tier 2 schools completed a thorough review of the school program including an examination of relevant state and district data, parent and staff surveys, meetings with school staff, and the parent community and observations of classroom instruction. Both schools have significant gaps in the instructional program, particularly in the areas of English Language Development and differentiated instruction within the classroom in all content areas in order to support English Learners and help them reach proficiency in all grade level standards. Both schools also need to increase parent participation in the school program and develop teacher skills in understanding the language and culture of the school community. Parents need more training and support in how to help their children at home, and parents need to be a more visible presence in the school.

Response:
District and site administration from both Tier II schools examined the components of all four intervention models to determine which model would best support each school.

School Closure Model: Not considered a choice for PVUSD schools
- PVUSD has a stable or growing enrollment at the secondary level
- District administration could not consider the school closure model for any of both schools because neighboring schools did not have the capacity to enroll additional students.

Restart Model: Not considered a choice for PVUSD schools
- PVUSD has developed a strong capacity in recent years to support and improve low performing schools. In 2006-2008 PVUSD worked with outside consultants to develop the District Advisory Governance committee (DAG) to monitor the instruction and student support at all district schools.
- The district has put pacing guides and benchmark assessments in place at all district schools and has begun training all school staff to in the use of data teams to

examine student data, set goals for achievement, select appropriate strategies and measure results.

- District administration has successfully supported seven QEIA schools and many of them are showing marked improvement. Twelve out of nineteen district elementary schools now have API scores over 700 and three schools low performing schools have reached Safe Harbor.

Because of these successes district administration and the PVUSD Board of Education made the decision not to consider the restart model for any of the two schools.

Turn-Around Model and Transformation Model:
District and school administration and staff then carefully examined both the turnaround model and the transformation model to determine which model would best fit each school based on the analysis of the needs assessment.

- State and district test data and classroom observations clearly showed that teachers needed more training in delivering instruction effectively.
- Parent survey data, discipline data, and responses in meetings with parents and school staff clearly showed that school climate at each school was positive. Parents are generally happy with their schools.
- Responses from staff showed that teachers clearly wanted to take the steps necessary to improve their schools and continue the initiatives for improvement that they had already begun.
- In many cases, staff had already begun training in key areas such as ELD, Data Analysis and Response to Instruction and Intervention (RtI²).
- Removing a large number of teachers from each school would necessitate the training of new staff and would compromise the reform work that had already begun.
- While each school had a small number of teachers who did not have adequate skills or commitment to undertake the improvement process, most teachers had the capacity and desire to make improvements in teaching and undertake a change process.
- Moving a large number of teachers would also affect staff morale and undermine parent confidence in the school.
- Schools identified a need for a revision of the current teacher evaluation system

Because of the positive school climate and the existence of the capacity for change within the school staff, district and site administration chose the **transformation model as the best intervention model for both schools**.

- The district will not change the principal at both schools for the following reasons:
  - Edward A Hall Middle School: A new principal was hired in 2009-10 and is already making significant changes that will be included in the reform model.
  - Watsonville High School: A new principal was hired in 2009-2010 and has made many changes that are consistent with the reform model.
- The two schools and the district have already established success in working collaboratively to make changes including the creation of the Comprehensive Accountability Framework (CAF) and the district-wide data teams training.
- Within the transformation model, school sites were able to make some changes in staff through agreements with the teachers' union.

- District and site administrators developed a document clearly outlining the expectations for all teachers who chose to remain in the schools 2012-2013. These expectations were shared with all teachers. See Appendix pp. 10-11 and page 20.
- The district intends to revise the district teacher evaluation process using the newly revised California Standards for the Teaching Profession. The two Tier 2 schools will serve as the pilot schools for use of the revised California Standards for Teachers. Leadership discussed their work with the Union regarding the new standards on 9/29/11 and Human Resources met with the SIG committee on 10/17/11 and 10/28/11 to discuss negotiations.
- The transformation model offers increased opportunities to develop family and community engagement, a process that the schools and district have already begun in the spring of 2010.

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response: **The district has developed a strong capacity to target district as well as SIG funding resources to support each school identified in this application.**

- Each of the schools has new site leadership that fits the criteria for the transformational model. Watsonville High School started the 2010-2011 school year with a new principal as well as E. A. Hall Middle School.
- Due to previous SIG funding, the district has already established a process in conjunction with the teacher's union for an exception in the normal transfer process and also in placing teachers that had been noticed for the lay-off as a result of potential budget reductions. We anticipate strengthening instructional teams due to this cooperative process.
- The district began the process of revising the current teacher and principal evaluation systems. The teacher evaluation system was created through a collaborative district process, based upon state teaching standards and will be revised to reflect the changes in the state teaching standards. One of the significant additions to the standards and the continuum is a student strand that will focus on data and student growth as part of the evaluation system revision. Our district revision will also consider a strand for performance-based/student achievement based incentives. The collaborative revision will include the New Teacher Project, site and district administration, and teacher/union representatives. The current principal evaluation process is being revised through a collaborative process with WestEd and the New Teacher Center. The district has already defined some specific recognition and rewards for sites based on increased student achievement in the recently adopted Comprehensive Accountability Framework(CAF) developed through the DAIT process. The CAF is designed to ensure continuous improvement through a system-wide alignment of our processes and programs including Power Standards and assessment, School Improvement Plans, and Data Teams, all the while emphasizing communication and collaboration across all departments.
- The district has begun a comprehensive approach using the CAF, thus aligning the school improvement plans to student needs based on data analysis. The district and sites continue to use Title I funds as well as other categorical funding to directly support the needs of the lowest performing students, including the purchase of supplemental materials to support students who are eligible for receiving these funds, the creation of planning and collaboration time for teachers, embedded

professional development identified for the individual school sites and supplemental personnel to supply coaching regarding best practices to accelerate student achievement.

- The district has already begun working with external providers with expertise in data analysis, curriculum planning and instructional strategies to maximize student engagement and learning.
- Watsonville High School has already begun an extensive reorganization process with a focus on small learning communities. This initiative has just begun to result in significant changes in the school culture and in student achievement. Watsonville High School has been the beneficiary of a Small Learning Communities grant, which is due to run out at the end of the 2011-12 school year. Watsonville High School currently has Seven funded California Partnership Academies, and three Freshmen Small Learning Communities. Small learning community teachers have common prep times to support collaboration, curriculum planning and student evaluation.
- The current SIG grants for the Tier II schools were presented to the Pajaro Valley Unified School District Board and approved on April 13, 2011. The reorganization defined in the grant has the complete support of the PVUSD Board. The Board was informed of the reapplication for the grant on November 16, 2011.
- Both of the identified Tier II schools have strong support of staff and community for the identified restructuring efforts. This is evidenced by the participation of parents and staff at the scheduled meetings to gather input for the grant. The strong support has continued in this reapplication effort.
- As schools in Program Improvement, Watsonville High School and E. A. Hall have already taken steps to commit resources to support school improvement efforts, and both of the staffs support these efforts including the addition of ILT (Increased Learning Time). Both schools continue to use Title I funds as well as other categorical funding to directly support the needs of the lowest performing students, including the purchase of supplemental material to support struggling readers and English Language Learners.

Inclusion of all Tier II schools in this grant application:
In Cohort I, all three identified Tier I schools were included and received funding. This current application will include all of the Tier II schools identified in the district.

iv.	Recruitment, Screening, and Selection of External Providers

Response: In all of the external providers chosen, a careful and rigorous process was used to determine the provider's involvement. The following components were used for all providers:
- The district did specific interviews and reference checks with other districts that had used the services of the provider being considered.
- In some instances, the external provider is a part of the approved list from the State for involvement as a SAIT or DAIT provider.
- For some of the providers, a successful record of support and change in other district schools was the determiner.

1. The district has already begun work with the Leadership and Learning Center. The vehicle that we are using for teacher collaboration is the cycle of inquiry based on the work from Dr. Douglas Reeves and his 90-90-90 study. His company, Leadership and Learning Center, uses the five step cycle of inquiry model to align student performance data to demonstrate that what teachers do has an impact on student achievement. The study identified a common set of behaviors that promoted increased student performance with a school population similar to PVUSD's.

   1.0 A focus on academic achievement
   2.0 Clear curriculum choices
   3.0 Frequent assessment of student progress and multiple opportunities   for improvement
   4.0 An emphasis on nonfiction reading and writing
   5.0 Collaborative scoring of student work

- Our district has contracted with the Leadership and Learning Center. They have had significant results in each district and individual school where they have worked. We have been working with some of their lead consultants who are experienced and knowledgeable in increasing student achievement and school reform, including Laura Besser, a contributing editor, professional developer and their lead executive director. She has worked as a principal first hand in the area of school reform. Her efforts resulted in documented student achievement gains, improved teaching practices, and the transformation of school culture and climate.

2. The district has established a strong relationship with The West Coast Center for Educational Excellence. Because the district is in corrective action, it necessitates changes in the system of instruction. In incorporating RtI² into our overall restructuring, we searched for a provider with a strong success record with low achieving, underperforming schools. We believe that a majority of the teacher effort needs to occur within the classroom in the differentiation of instruction, (RtI Tier I). The West Coast Center for Educational Excellence focuses its work building the capacity of teachers, especially teacher leaders, to identify instructional needs and then backwards map the core adopted curriculum to meet the diverse needs of the students. Our current consultant, Cara Bergen has already begun working with Tier 1 schools in the district, and district benchmark assessments at these schools are showing positive results. The district is planning to have the West Coast Center for Educational Excellence begin working with the Tier II middle school.

3. E.L. Achieve- Constructing Meaning:
The district began to work with "E.L. Achieve" to support English Language Learners to improve academic achievement as outlined in the district's Master Plan for English Learners since 2009. "E. L. Achieve" has a well known success rate in districts throughout the state. In the district implementation plan for professional development with "E.L. Achieve", Systematic ELD is offered to elementary sites and "Constructing Meaning" is offered to middle school sites, creating an alignment of professional development for ELD grades K-8. "Constructing Meaning" offers teachers the process and the tools to identify specific, content driven language objectives and design

instruction to address those objectives. A backward design approach is fused with the principles of second language acquisition to create student centered instruction that is rigorous and includes explicit language instruction and which embeds continuous language production opportunities using specific language forms and functions for content learning.

4. New Teacher Center of the Santa Cruz/Silicon Valley:
PVUSD will also be collaborating with the New Teacher Center of the Santa Cruz/Silicon Valley. The mission of the New Teacher Center is to improve student learning by supporting the development of an inspired dedicated and highly qualified teaching force. More than 150 school districts in California employ the NTC Formative Assessment system, and districts in 40 states use NTCA services and/or materials in their induction programs. In addition to the traditional support that is given to new teachers, the New Teacher Center will provide the following additional support services as part of the transformation model instructional support:

- Support for department and grade-level data teams
- Professional development for teachers leading grade level data teams
- Support for experienced teachers in all areas of teaching as described in the newly rewritten California Standards for the Teaching Profession
- Collaboration and coordination with site principal, English Learner Services, site Academic Coordinators and other district initiatives
- Support for cross-school collaboration
- Support for school improvement efforts

5. Lou Denti:
LOU DENTI, Ph.D, is the Lawton Love Distinguished Professor in Special Education at California State University, Monterey Bay. His research interests include special education policy, differentiating instruction, struggling readers at the secondary level, and alternative education. He currently directs the Center for Reading Diagnosis and Instruction at CSUMB. His work with Watsonville High School has focused on active student engagement, differentiated instruction, and the co-teaching inclusion model for RSP student in general education settings.

6. Hampton-Brown National Geographic:
Will be used for the INSIDE and EDGE trainings. They were chosen because their consultants not only have the expertise needed, but they are also current practitioners utilizing the English Language Development and ELA interventions in their own classrooms. They have a track record of going into like-school districts with initial implementation challenges, and have been successful at turning them around. We believe these ELD strategies for secondary schools are on the cutting edge and can move both our newcomers and long-term English Language Learners toward becoming proficient in English.

7. SALT - California Reading and Literacy Project: Secondary Academic Language Tools (SALT)—provided through the state subject matter project the California Reading and Literature Project (CRLP) provides such professional development for teachers in effectively integrating academic language and literacy instruction into content area

instruction using subject matter text, implementing research based instructional strategies and routines to help make content area text more accessible, identifying both content and language objectives in daily instruction and to apply the basic components of backward design and text and task analysis, helping teachers understand why students need explicit instruction in English syntax, grammar and vocabulary to be able to participate in academic genres, both oral and written, and in analyzing student work to drive instruction and ultimately create purposeful lessons.

8. Path to Proficiency Training

Joy Wenke is an experienced classroom teacher, and a highly sought after trainer with Thinking Maps Inc. . She is a model teacher of the Thinking Maps process and a coach who works to train teachers to differentiate for language level, content, process and product. Our district has used this provider at another middle school and their test scores increased significantly. She offers a robust and deep professional training in Thinking Maps and Paths to Proficiency for the English Language Learners.

9. Pajaro Valley Prevention and Student Assistance (PVPSA) is a nonprofit agency dedicated to providing education, training, counseling, and prevention services to students, families and staff in the Pajaro Valley Unified School District. By helping prevent criminal behavior, gang involvement, truancy, and drug, alcohol, and tobacco use, **PVPSA** improves the quality of life in our community and its schools.

v.   Alignment of Other Resources with the Selected Intervention Models

Response: These two schools receive the same general funding, professional development and resources as all of the other schools in the district. They each receive their full allocation of categorical funds (Title I, LEP). They work on school plans with their School Site Council to analyze data, and come up with goals aligned with student needs to support student achievement. SIG funds will serve as the top layer to enrich and expand resources and offerings to students to increase student achievement and to ensure that they have more of an opportunity to participate in advanced classes.

Title I Funds: The District and Tier 2 Title I Schoolwide funds will be used to provide direct or add-on services to meet students needs in raising academic achievement for the lowest achieving students to support their learning.

Title II, Part A: This funding is identified to support new teachers through BTSA (Beginning Teacher Support and Assessment).   We also use this resource to fund efforts to recruit high quality teachers and provide high quality professional development. This funding is also used for coaching support for new administrators.

Title III, Part A: This funding source provides additional support and intervention for English Learners. It also funds an English Learner Specialist who provides on-site training and coaching to classroom teachers in effective strategies to support English Learners.

LEP: These funds support the hiring of personnel to support English Language

Learners and the purchase of supplemental materials.

General fund: The district uses general funds to support the core instructional program and required assessments.

Extended Learning Funds: These funds will help support the extension of the school day. Extended Learning program funds are also used to purchase specific supplemental intervention programs to be used both during and after the school day. Students in both schools participate in the Extended Learning program with classes offered in both core and enrichment. They also have classes at Watsonville High School designed to prepare students to pass the CAHSEE.

Migrant Services: Migrant funding supports personnel to work directly with migrant students during the school day to ensure they are able to access and master core instruction.

QEIA Funds: Assists the school to close the achievement gap by reducing class size, and improving teacher and principal training.(EA Hall receives QEIA funds but due to the inability to meet AYP will most likely lose these funds for 2012-13.)

Seven California Partnership Academies: Enabled Watsonville High School to focus on career paths, college readiness and career technical education.

Small Learning Community Federal Grant: Gave Watsonville High School funding to be able to restructure the school into smaller learning communities.

Perkins Funds: Perkins Funds are provided to enhance the learning of Career Technical Education concepts in a variety of technical classes, including equipment for student use and some professional development. The funds are tied to workforce needs.

Needs Analysis: The data shows that we need to increase student success in their English Language Development and in core content areas to be able to become proficient and successful in their academic program.

Transformational Model: Offers the schools resources, not only to students, but to teachers through professional development, and to parents by means of increased engagement in school activities, school counseling, and community resources.

vi.	Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

Response: The district is currently not under DAIT status and is not currently receiving DAIT funds or services. When the district received DAIT funding, it was used to support highly successful collaborations between administration, community leaders, teachers and parents to create the Comprehensive Accountability Framework and the data teams process.

vii.	Modification of LEA Practices or Policies

Response: The district will continue the initiatives begun during the 2011-12 school

year with a focus on the modification of the following LEA practices:

1. Teacher Evaluation Structure: The current PVUSD teacher evaluation system has been based on the California Standards for the Teaching Profession (CSTP's), including corresponding continuums. With the revision of the CSTP's and continuum for the State, collaboration has already begun with the district's certificated bargaining unit, Pajaro Valley Federation of Teachers, PVFT, to revise the evaluation system to correspond with the new State Teaching Standards and continuum.

- The new teaching continuum includes a strand of student behaviors that will launch the addition of student performance data to the PVUSD evaluation system.
- Precedence is already in place for a collaborative process to revise the evaluation system. The collaborative process will replicate the original development and district process that involved an evaluation committee that included representatives from the district bargaining unit, PVFT, the New Teacher Project, and district administration.
- The system will include a component that provides an equitable evaluation that takes into account data on student growth as a factor.
- Another component of the new evaluation structure will include language that describes performance based incentives for teachers and schools. This is also described in our district Comprehensive Accountability Framework.
- Once the revision of the evaluation structure is complete, it will go forward for ratification by the bargaining unit and for inclusion in the PVFT contract agreement.

2. Parent Involvement Plan: The district and sites reviewed and revised the Title I Parent Involvement Policy to align the policy with the district goals outlined in the Comprehensive Accountability Framework and ensure that the policy is up to date in meeting the needs of parents. The process included input from key stakeholders including parents and staff.

3. Teacher Placement Practice: The Tier II schools were given the opportunity for greater flexibility in teacher placement and retention. The district will continue to explore ways to recruit and hire highly qualified teachers for all schools.

viii.   Sustainment of the Reforms after the Funding Period Ends

Response: The district will continue to focus resources and funds to ensure schools focus on improving academic achievement for all students.

Needs analysis of both schools clearly showed that the greatest need for both Tier II schools was in the area of staff development. Teachers needed more training:
- In the use of specific strategies to support English Learners in the academic language for all content areas
- In the use of strategies to differentiate instruction, processes and practices to engage students in all core subject areas.
- In the teaching of reading and writing in all curricular areas.

- In the teaching of mathematics.

The needs assessment for each Tier II school showed a need for more teacher training, particularly in strategies to support low performing students, many of which are English Language Learners. The implementation plan for both schools will be heavily focused on professional development during the first year of the grant in order to provide teachers with the skills they will need to be successful in these areas. The professional development will also focus on a "training for trainer" model to be able to build capacity for continued support and professional development. As teachers complete training and improve their skills in the use of strategies to support English Learners, engage all students and differentiate instruction, it is expected that fewer students will need additional E.L.A/E.L.D. and Math support in order to reach grade level standards.

Schools will sustain reforms after the funding ends by:
- Both schools will continue to implement "Response to Instruction and Intervention", a systematic, data-driven approach that targets each individual student's needs in order to close the achievement gap and also through the use of data teams.
- The District will continue the support of on-going training in successful strategies for English Language Development for EL students.
- The School Improvement Plans of each school will align their categorical funds (Title I and LEP) to ensure that students are supported through direct services beyond the core curriculum
- The district will continue to support teachers with additional time to collaborate, plan and practice newly acquired skills through a restructured day model.
- Both schools will extend the instructional day for the students and for as long as financially feasible; compensate teachers for their extra time through the use of an "Extended Learning" model and/or other flexible scheduling.
- Schools will work closely with Extended Learning Program to enhance their overall curricular program, aligning these resources and other categorical funds to continue to support a longer school day for all students and directly connect what is taught during the school day with after school support.
- Once the technology is established and teachers are fully trained in its use, schools will use site and district funding to maintain the technology components in the classrooms.
- Academies will pursue professional development beyond the three-year funding with their California Partnership Academy grants.
- The implementation of an 8th grade Bridge Program over summer for non-8th grade graduates will be explored with the expense shared between Watsonville High School and the LEA. The LEA, Extended Learning and school will work together to develop and implement this program. This will be sustained through the district Extended Learning Program.
- The Parent Center at Watsonville High School provide will continue to provide a location for parent meetings, computer training, emotional/social support, and intervention/remediation meetings. Develop parent leaders who can train one another to sustain the center after funding ceases. Training of the parents and their "ownership" of the mission of the parent center will sustain the center through cyclical training by the parents themselves.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement	
Response: As a part of our 2010 Comprehensive Accountability Framework, PVUSD has established the following goals and district-wide performance indicators for all schools, including the three Tier 2 PLAS schools:	
PVUSD GOAL 1: To be monitored by the Assistant Superintendent of Secondary Ed., School Improvement Coordinator and the Site Principal	Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so all students are engaged in learning.
DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders. **Data sources:** CST, STS, CMA, CAPA, APS, CELDT and District Benchmarks	-Percentage of students scoring proficient or above in reading, writing, math, social studies and science on benchmark tests. -Percentage of students scoring proficient on district or state writing tests
E.A. Hall SCHOOL SITE SMART GOALS: (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal. Progress towards achieving GOAL 1 will be measured at least every nine weeks using district math and ELA bench mark exams.	-The percent of students scoring below proficient in ELA and Math on CSTs will decrease by 40% in all sub groups as measured by the CST. -The overall percent of students scoring proficient and advanced on CSTs will increase by 40%. -At the end of the 3 years the percentage of students scoring proficient or above in ELA will meet or exceed the state average. -The percentage of students at all grade levels scoring proficient or above on the Math portion of the CST will increase from 45% or less to 55% or more as measured by yearly Math CST data. -At the end of the 3 years the percentage of students scoring proficient or above in Math will meet or exceed the state average.

	-100% of the students who are two or more years below grade level in reading will make more than 1 year's academic growth in one school year and at least 75% of them will make 2 year's growth per year as measured yearly ELA CST data.
RESEARCH-BASED STRATEGIES -Use differentiated instruction for part of reading lessons (Tomlinson & McTighe, 2006) -Improving teacher effectiveness in increasing student engagement and differentiation also improves teacher retention. (Rochkind, Ott, Immerwahr, Doble & Johnson, 2007) -Focus on essential elements of RtI²: high-quality instruction, universal screening, progress monitoring, intervention for struggling students (Foorman, Francis, Fletcher, 1998) -Once programs have been selected, schools must adequately prepare teachers to implement the program with training, practice and coaching (Guldbrandsson, 2008)	-Use data to assess student progress towards critical academic outcomes and drive instruction -Systematically teach the forms, functions and vocabulary of English as part of the core instruction in English language arts and math. -Use differentiation and active student engagement strategies in all classrooms to ensure adequate support for all students and provide additional time for those students who need it. -Implement a state-adopted acceleration curriculum that is specifically designed for the needs of English learners.
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 1 including: • Evidence of use of data to make instructional decisions • Evidence of teacher participation in training • Observations of implementation of strategies in the classroom • Evidence of purchase and use of additional supplemental materials	-The principal will monitor the data team cycles and ensure that all data teams receive training and meetings will be regularly scheduled. -Professional development sign in sheets. -Site and district administration will monitor the consistent use of strategies and curriculum through classroom observations and student test data on district benchmarks and universal screening assessments.
PVUSD GOAL 2: To be monitored by the Assistant Superintendent of Secondary Ed., Director of Curriculum, School Improvement Coordinator and the Site Principal	Provide a consistent and strategic program to achieve the goal of English acquisition

DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders. **Data sources:** CST, STS, CMA, CAPA, APS, CELDT, District Benchmarks, ADEPT (oral English skills test), District writing tests.	-Percentage of English learners scoring proficient or above in reading, math, writing and science on district benchmark tests. -Percentage of students progressing one or more levels per year in ELD on district assessments. -Percentage of students reclassifying to Fluent English proficient -Schools meet all AMAO targets
SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal. Progress towards achieving GOAL 2 will be measured by the ADEPT test (listening and speaking skills), by district ELA benchmark exams (reading skills) and by the district writing tests (writing skills).	- The overall percent of students scoring proficient and advanced on CSTs will increase by 47%. Percentage of EL students making annual progress will increase from 48.9% to 56% as measured by CELDT exam administered in fall 2012. (AMAO 1) Percent of ELs who have been receiving ELD for five years or more will increase from 39.8% to 45.1% as measured by CELDT exam administered in fall 2012 (AMAO 2). Percent of ELs who have been receiving ELD less than five years will increase from 12.2% to 20.1% as measured by CELDT exam administered in fall of 2012. (AMAO 2)(baseline data will be adjusted when CELDT 2012 data is released -Each school will make at least a 10% gain in the number of English Learners who meet AMAO 2, reclassification to Fluent English Proficient. At the end of 3 years all schools will consistently meet or exceed targets in AMAO 1, 2, and 3.
RESEARCH BASED STRATEGIES -Proficiency in academic language improves ELL's ability to demonstrate academic content knowledge in all curriculum areas, (Dressler, 2006)	-Systematically teach ELD to all English Learners at all grade levels. -Frontload the vocabulary, forms and functions of English as an integral part of

-Instruction in core curriculum must include guided instruction in vocabulary, sentence structure, the forms and functions of English that appear in text (Gersten et. al., 2007; Rivera et. al., 2008, Torgensen et. al., 2007)	instruction in all core subject areas.
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 2 including: • Evidence of staff attendance at training • Observations of classroom teaching and use of specific strategies	- All ELA/ELD staff will receive training in Inside Program By the end of the 2012-2013 school year as measured by the sign-in sheets at training. - All teaching staff will be trained in Constructing Meaning through E.L. Achieve by October, 2013 as measured by sign in sheets at training. -All staff will receive on-going training and coaching in the use of frontloading strategies. Coaching provided by an E.L. Achieve consultant throughout the 2012-2013 school year. -Site and district administration will monitor the consistent instruction of ELD and use of frontloading strategies based on classroom observations and student test data on district benchmark tests and universal screening assessments.
PVUSD GOAL 3: To be monitored by the Assistant Superintendent of Secondary Ed., Asso. Supt. of Business, School Improvement Coordinator, PVPSA, and the Site Principal	Ensure that all schools provide a safe, healthy and positive school environment for students and staff
DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders. **Data Sources:** Healthy Kids Survey, District Parent Survey, Staff Survey, Site Student Survey, Williams Settlement Safety Inspections, District SIS (Student Services Dept.)	-Percentage of students, staff and parents who report schools as being safe (agree or higher) -Percentage of students attending school regularly as measured by attendance records -Ratio of incidents to number of students that threaten the health and safety of others and lead to suspensions or expulsions

SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal. Progress towards achieving GOAL 3 will be measured by monthly student attendance and suspension data and parent and student surveys.	-The percentage of students, staff and parents who report the school as being safe place for students will be 90% or higher each year as measured by a rating of agree or higher on the parent, student and staff surveys annually. -At least 90% of the students will attend school 96% of the time each year as measured by monthly student attendance data. -E.A. Hall Middle School will have at least a 45% decrease in the number of student suspensions each year as measured by annual district suspension data. -Percentage of students rating satisfactorily on school climate survey will increase from 25% to 45% as measured by survey data administered in fall and spring 2012-2013 in Google docs. survey. Data to be determined.
RESEARCH BASED STRATEGIES -Addressing the needs of the whole child helps schools create environments that promote learning (Blank & Berg, 2006) -Social and emotional learning (SEL) is important for helping all students achieve well-being and school success (Payton et. al., 2008; Zins et. al., 2004) -Schools using a social and emotional learning framework (SEL) can foster a climate of warmth and respect, prevent bullying and promote educational success (Ragozzino & Utne O'Brien, 2009)	-Addressing the needs of the whole child—social and emotional as well as academic—creates an environment that promotes learning. -Continue to implement programs to promote positive social interactions between students including anti-bullying programs. -Continue incentives to promote daily attendance and arriving at school on time. Follow up with families who are having difficulty.
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 3 including: • Monthly attendance and discipline data • Evidence of teacher training in these areas • Evidence of student and parent training in these areas.	-Teachers at all grade levels will ensure that all students receive age-appropriate instruction in anti-bullying, drug and alcohol awareness, and refusal skills. -Teachers will receive additional training in teaching and reinforcing these skills from Pajaro Valley Prevention and Student Assistance (PVPSA) personnel during the 2012-13 school year as measured by sign

	in sheets at training. -Site administration will ensure that parents are given multiple opportunities to receive training in social interaction skills, gang awareness and anti-bullying through trainers provided by Migrant Education, the Education Services department and PVPSA offered at least 3 times during the 2012-13 school year as measured by parent sign in sheets at training. -Site classroom teachers and administrators will continue to monitor attendance monthly. Site and district personnel will intervene immediately, within one month, if a student is not attending school regularly.
PVUSD GOAL 4: To be monitored by the Assistant Superintendent of Secondary Ed., Assistant Supt. of Human Resources School Improvement Coordinator and the Site Principal	Attract, hire, develop and retain an excellent professional staff throughout the district.
DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders. **Data Sources:** Title II, Level C, Human Resources Highly Qualified Report, Human Resources Longitudinal Data Spread Sheet, District Professional Development Survey (Title II), New Teacher Project Survey	-Percentage of teachers meeting the highly qualified criteria that stay in the district for more than five years -Percentage of district/site professional development experiences that meet four critical components of professional development (theoretical, demonstrations, practice and feedback, and on-the-job peer-to-peer coaching) -Percentage of teachers who participate in district/site professional development -Percentage of teachers receiving coaching from New Teacher Center, UCSC
SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal. Progress towards achieving GOAL 4 will be measured by observed evidence of	-100% of the teachers hired at each of the two Tier 2 schools, (Edward A. Hall Middle School and Watsonville High School), will meet the highly qualified criteria as measured by the annual CBEDS and CMIS reports -100% of the teachers at each of the Tier 2 schools will participate in all professional development activities and follow-up

teacher implementation of newly acquired skills in the classroom.	coaching, and implement newly acquired skills in the classroom as measured by observations of site administration and student performance data on state and district tests.
RESEARCH BASED STRATEGIES -Training in improving teacher effectiveness also improves teacher retention, (Rochkind, Ott, Immerwahr, Doble, & Johnson, 2007) -Coaching cycles help teachers internalize effective practices (Darling, Hammond, & Bransford, 2005)	-Comprehensive support for teachers in low-performing schools must be in place to attract, develop and retain high quality teachers. -Develop and sustain partnerships with universities for the recruitment of teachers
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 4 including: • Evidence of teacher attendance at training • Observations of use of strategies within the classrooms	-Appropriate credentialing and coursework for teaching assignment on file for each teacher. -Sign in sheets and evidence of completion for each teacher in each professional development activity. -Evidence of completion of peer coaching and peer observations -Evidence of use in the classroom as observed by site administration
PVUSD GOAL 5: To be monitored by the Assistant Superintendent of Secondary Ed., Director of Curriculum, School Improvement Coordinator and the Site Principal	Engage and sustain the trust, involvement, and responsibility of all parents and community to promote collaborative programs which result in high levels of success for all students.
DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders. **Data Sources:** District parent survey, School and District Reports	-Percentage of parents who register overall satisfaction with school and district-wide communication -School-community/business partnerships -High level of parent participation in school site parent committees
SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal. Progress towards achieving GOAL 5 will be measured by sign in sheets at parent events, increased number of parents	-Both of the Tier 2 schools will show at least a 50% increase in the number of parents who attend school events and participate actively in school-community activities as measured by sign in sheets and parent responses in the annual district parent surveys. -Both of the Tier 2 schools schools will show at least a 50% increase in the number of parents who volunteer in the

signing in to volunteer and by observed contributions of parents in classrooms.	classroom on at least a weekly basis as measured by the number of parents signing in to volunteer and parent responses on the annual district parent surveys.
RESEARCH BASED STRATEGIES -Bridging cultural, language and social gaps between schools and families will help foster more support for students (Brown & Beckett, 2007) -Comprehensive family-school partnership, (Epstein, 1995)	-Coordinating non-school community and family resources with existing school services has a positive effect on student achievement -Schools can improve student learning by directly engaging parents
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 5	-Sign in sheets at school events for parents and families. -Sign in sheets for attendance at parent training activities -Evidence in parent responses to annual district parent survey
WATSONVILLE HIGH SCHOOL GOALS:	
PVUSD GOAL 1: To be monitored by the Assistant Superintendent of Secondary Ed., School Improvement Coordinator and the Site Principal	Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so all students are engaged in learning.
DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders. **Data sources:** CST, STS, CMA, CAPA, APS, CELDT, and District Benchmarks	-Percentage of students scoring proficient or above in reading, writing, math, social studies and science on benchmark tests.
WATSONVILLE HIGH SCHOOL SITE SMART GOALS: (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal. Progress towards achieving GOAL 1 will be monitored via site and district formative assessments.	-The percent of students scoring proficient or higher in English Language Arts and Math will increase by 5 percentage points each year for three consecutive years. -The percent of students scoring far below basic and below basic in English Language Arts and Math will decrease by 10 percentage points each year for three consecutive years. -The percentage of tenth grade students passing the CAHSEE will increase by five percentage points each year for three

Annual assessment of goal attainment will be measured via CST data, and Grade 10 CAHSEE results.	years on the ELA and Math portions and as measured by performance on spring 2015 CAHSEE. -The percentage of 10th grade students scoring proficient or above on the CAHSEE will increase by four percentage each year for three years ELA and Math portions as measured by performance on the spring 2015 CAHSEE.
RESEARCH-BASED STRATEGIES Clear school wide focus (Schmoker) Full implementation of guaranteed standards based curriculum (Schmoker) Authentic college prep literacy across the curriculum (Frey, Fisher, Schmoker) Effective instruction (Schmoker) Data Driven Decision Making (Reeves) Grading and Reporting for Student Success (Reeves) Percentage of teachers in ELA and Math utilizing formative assessment data regularly (6X per year)	-School Wide Focus on the essentials to radically improve student learning.(Schmoker) -Full implementation of adopted materials to ensure full scope and sequence of standards are taught consistently as outlined in curriculum maps. -An emphasis on critical thinking college prep literacy will be a common thread across all content areas (Frey, Fisher, Schmoker) as outlined in the Common Core Curriculum. -Gradual Release of Responsibility for lesson design and instruction to fully implement effective differentiation and student engagement strategies. School wide focus on the data team process as outlined in the Comprehensive Accountability Framework (Leadership and Learning) -School wide focus on grading and reporting for student success (Leadership and Learning)

MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 1 including:	
percentage of teachers fully implementing district adopted, guaranteed standards based curriculum	administrative observational data in Google Docs (TICAL), lesson plans
percentage of teachers utilizing gradual release of responsibility as an instructional sequence	administrative observational data in Google Docs (TICAL), lesson plans
percentage of teachers accessing benchmark data in data director to appropriately plan instruction for guaranteed curriculum across common content areas	Data Director user reports and observational data in data teams
percentage of teachers posting grades and assignments on School Loop regularly	Teacher web site data (grades, assignments, syllabus, discipline)
percentage of collaborative teams implementing 3 complete data team cycles annually	SharePoint Data Team Reports
percentage of teachers planning for and teaching college prep literacy across the curriculum	Unit design data using rubric to note trends
percentage of teachers aligned with grading (i.e.: weighting, point systems)	School Loop grading report posted
PVUSD GOAL 2: To be monitored by the Assistant Superintendent of Secondary Ed., Director of Curriculum, School Improvement Coordinator and the Site Principal	Provide a consistent and strategic program to achieve the goal of English acquisition
DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders. **Data sources:** CST, STS, CMA, CAPA, APS, CELDT, District Benchmarks, ADEPT (oral English skills test), District	-Percentage of English learners scoring proficient or above in reading, math, writing and science on district benchmark tests. -Percentage of students progressing one or more levels per year in ELD on district assessments.

writing tests.	-Percentage of students reclassifying to Fluent English proficient -Schools meet all AMAO targets
SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal. Progress towards achieving GOAL 2 will be measured by the CELDT test, district ELA benchmark exams, curriculum-based assessments, and district writing tests.	At least 56% of all English learners will progress at least (one level) in ELD each year as measured by the state CELDT and 20% of RFEP students still in the EL subgroup will progress to proficient as measured by CST-Language Arts and Math.
RESEARCH BASED STRATEGIES Clear school wide focus (Schmoker) Full implementation of guaranteed standards based curriculum (Schmoker) Authentic college prep literacy across the curriculum (Frey, Fisher, Schmoker) Effective instruction (Schmoker) Data Driven Decision Making (Reeves)	To drive instruction and educational program, certificated staff collect, analyze, and report student performance data to evaluate student achievement of grade level standards; dedicate targeted literacy strategies within all content areas and implement state/district-adopted acceleration curriculum specifically designed for the needs of English learners ELD/ELA (EDGE) curriculum with fidelity. Students practice reading, writing, and speaking in English in all classes every day. Instruction is scaffolded for both language development within the content, and for specific concept development.
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 2 including: Percentage of teachers utilizing gradual release of responsibility to provide students practice reading, writing, and speaking in English in all classes every day. Percentage of lessons scaffolded for language development, concept	 administrative observational data in Google Docs (TICAL), lesson plans administrative observational data in Google Docs (TICAL), lesson plans

development, and student engagement. Percentage of teams implementing 3 complete data team cycles annually.	SharePoint Data Team Reports
PVUSD GOAL 3: To be monitored by the Assistant Superintendent of Secondary Ed., Assoc. Supt. of Business, School Improvement Coordinator, PVPSA, and the Site Principal	Ensure that all schools provide a safe, healthy and positive school environment for students and staff
DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders. **Data Sources:** Healthy Kids Survey, District Parent Survey, Staff Survey, Site Student Survey, Williams Settlement Safety Inspections, District SIS (Student Services Dept.)	-Percentage of students, staff and parents who report schools as being safe (agree or higher) -Percentage of students attending school regularly as measured by attendance records -Ratio of incidents to number of students that threaten the health and safety of others and lead to suspensions or expulsions
SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal. Progress towards achieving GOAL 3 will be measured by monthly student attendance and suspension data and parent and student surveys.	WHS will demonstrate increased safety via an increase from 79.5% to 89.5% on student/parent surveys. (Note: Parent and Student Surveys % Average of feeling safe at school.)
RESEARCH BASED STRATEGIES Address the needs of the whole child to create environment that promotes learning (Blank & Berg, 2006) Data Driven Decision Making (Reeves) Conflict Mediation Training (PVPSA) Increased Parent Involvement	 -IEPs, ARCs, and SSTs will inquire about student safety to ensure student needs are being addressed. -Student services will use discipline data to identify appropriate strategies that respond to the student behavior that negatively affects the learning environment. -Evening events to permit participation of

	parents in decision-making process. All parent events will be relevant, engaging, and accessible for family involvement. -Ratio of incidents that threaten the health and safety to others to the number of students.
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 3 including: IEPs, ARCs, and SSTs will inquire about student safety to ensure student needs are being addressed and follow up as needed. Student services will use discipline data to identify appropriate strategies that respond to the student behavior that negatively affects the learning environment. Evening events to permit participation of parents in decision-making process. All parent events will be relevant, engaging, and accessible for family involvement.	Staff, student, and parent surveys. Healthy Kids Survey. Site and PVUSD Student Services data - discipline, health office referrals, PVPSA referrals, WPD reports. E Schools (student information system) data Evidence of student training in Conflict Mediation. Agendas, flyers, handouts, school messenger (auto dial), translators demonstrate language accessibility for parents. Evening events to permit participation of parents in decision-making process.
PVUSD GOAL 4: To be monitored by the Assistant Superintendent of Secondary Ed., Assistant Supt. of Human Resources School Improvement Coordinator and the Site Principal	Attract, hire, develop and retain an excellent professional staff throughout the district.
DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders. **Data Sources:** Title II, Level C, Human Resources Highly Qualified Report, Human Resources Longitudinal Data Spread Sheet, District Professional Development Survey (Title II), New	-Percentage of teachers meeting the highly qualified criteria that stay in the district for more than five years -Percentage of district/site professional development experiences that meet four critical components of professional development (theoretical, demonstrations, practice and feedback, and on-the-job peer-to-peer coaching) -Percentage of teachers who participate in

Teacher Project Survey	district/site professional development -Percentage of teachers receiving coaching from New Teacher Center, UCSC
SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal. Progress towards achieving GOAL 4 will be measured by observed evidence of teacher implementation of newly acquired skills in the classroom.	-100% of the teachers hired at each of the two Tier 2 schools, (Edward A. Hall Middle School and Watsonville High School), will meet the highly qualified criteria as measured by the annual CBEDS and CMIS reports -100% of the teachers at each of the Tier 2 schools will participate in all professional development activities and follow-up coaching, and implement newly acquired skills in the classroom as measured by observations of site administration and student performance data on state and district tests.
RESEARCH BASED STRATEGIES -Training in improving teacher effectiveness also improves teacher retention, (Rochkind, Ott, Immerwahr, Doble, & Johnson, 2007) -Coaching cycles help teachers internalize effective practices (Darling, Hammond, & Bransford, 2005)	-Comprehensive support for teachers in low-performing schools must be in place to attract, develop and retain high quality teachers. -Develop and sustain partnerships with universities for the recruitment of teachers
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 4 including: • Evidence of teacher attendance at training • Observations of use of strategies within the classrooms	-Appropriate credentialing and coursework for teaching assignment on file for each teacher. -Sign in sheets and evidence of completion for each teacher in each professional development activity. -Evidence of completion of peer coaching and peer observations -Evidence of use in the classroom as observed by site administration
PVUSD GOAL 5: To be monitored by the Assistant Superintendent of Secondary Ed., Director of Curriculum, School Improvement Coordinator and the Site Principal	Engage and sustain the trust, involvement, and responsibility of all parents and community to promote collaborative programs which result in high levels of success for all students.
DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among	-Percentage of parents who register overall satisfaction with school and district-wide communication -School-community/business partnerships

stakeholders. **Data Sources:** District parent survey, School and District Reports	-High level of parent participation in school site parent committees
SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal. Progress towards achieving GOAL 5 will be measured by sign in sheets at parent center and parent meetings/events and increased attendance / participation in co-curricular activities.	-Both of the Tier 2 schools will show at least a 50% increase in the number of parents who attend school events and participate actively in school-community activities as measured by sign in sheets and parent responses in the annual district parent surveys. -Both of the Tier 2 schools will show at least a 50% increase in the number of parents who volunteer in the classroom on at least a weekly basis as measured by the number of parents signing in to volunteer and parent responses on the annual district parent surveys.
RESEARCH BASED STRATEGIES -Bridging cultural, language and social gaps between schools and families will help foster more support for students (Brown & Beckett, 2007) -Comprehensive family-school partnership, (Epstein, 1995)	-Coordinating non-school community and family resources with existing school services has a positive effect on student achievement -Schools can improve student learning by directly engaging parents
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 5	-Sign in sheets at school events for parents and families. -Sign in sheets for attendance at parent training activities -Evidence in parent responses to annual district parent survey

x. **Inclusion of Tier III Schools (if applicable)**
Response: N/A Not including the Tier III Schools

xi. **Consultation with Relevant Stakeholders**
Response: Upon learning of the Tier 2 status of **Edward A hall Middle School** and **Watsonville High School**, PVUSD immediately began comprehensive consultation with all relevant stakeholders including staff, parents, School Site Councils, the site and district English Language Advisory Committees (ELAC), Migrant parents advisory committees, Pajaro Valley Federation of Teachers (PVFT) representatives, and the district Board of Education. District and site administration met with stakeholders on the following dates: • E. A. Hall Middle School Site Council/ELAC, Migrant Parents: October 12, 2010 • E. A. Hall Middle School Restructuring Committee: December 2, 2010 • E. A. Hall Middle School staff meeting: January 19, 2011

- E. A. Hall Middle School Site Council, ELAC& Migrant Parents:January 20, 2011
- E. A. Hall Middle School Restructuring Committee: February 3, 2011
- E. A. Hall Middle School Leadership Team; February 22, 2011.
- E. A. Hall Middle School Staff Meeting: March 7, 2011
- E. A. Hall Middle School Site Leadership Team: March 19, 2011
- E. A. Hall Middle School Site Leadership Team: March 21, 2011
- E. A. Hall   Middle School Site Leadership Team: September 13, 2011
- E. A. Hall Middle School Site Leadership Team: October 3, 2011
- E. A. Hall Middle School staff meeting: October 19, 2011,
- E. A. Hall Middle School Site Council, ELAC : October 20, 2011
- E. A. Hall Middle Teacher Expectation Meeting: November 9, 2011
- Watsonville High School Site Council: March 1st, April 2nd , 2011
- Watsonville High School ELAC/Migrant committees: March 10th, 2011
- Watsonville High School Plan shared with all parents on May 27th,2011
- Watsonville High School General Parent Meeting April 7th,2011
- Watsonville High School staff meetings March 11th, March 14th and March 15th and working sessions March 23rd, March 30th and April 6th, 2011
- Watsonville High School Leadership March 9th, March 23rd and April 13th, 2011
- Watsonville High School - School Site Council/ELAC/Migrant Meetings - October 5, 2011 and November 2, 2011
- Watsonville High School Staff Meeting – November 2, 2011

Suggestions from all of these stakeholder groups were included in the creation of the improvement plan for each school. (See appendices for input given and notations)

The Superintendent met with the Board of Education in February and March to update the Board regarding the development of the Grants for both Watsonville High School and E.A. Hall Middle School. The grants were taken to the Board for approval on April 13, 2011. And submitted the reapplication to the board on November 16, 2011.

PVUSD also believes strongly in partnerships with a variety of school-based and community agencies in order to meet the needs of the students in the district and provide the support that will allow all students to succeed. These partnerships include Migrant Education which provides support services to migrant families including health and dental screenings as well as pre-school, academic tutoring, and family support services. Pajaro Valley Prevention and Student Assistance (PVPSA) provide counseling services and parent training programs for students and their families. The district Student Services department includes after school programs and family literacy programs through Extended Learning and the district Special Education department includes special support for students as part of RtI², Tier II and Tier III intervention. Most critical, the New Teacher Center at the University of California, Santa Cruz (UCSC) provides coaching and support for new teachers in all district schools and training in specific skills to increase student engagement and differentiation of instruction.

SIG Form 4a—LEA Budget Summary

Fiscal Year (FY) 2012–13

Name of LEA: **Pajaro Valley Unified School District**	
County/District (CD) Code: 44-69799	
County: Santa Cruz County	
LEA Contact: Kim Sweeney	Telephone Number: (831) 786-2100 Ext.-2502
E-Mail: kim_sweeney@pvusd.net	Fax Number: (831) 728-6210
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	Pre-Imp	SIG Funds Budgeted		
			FY 2012–13	FY 2013–14	FY 2014–15
1000–1999	Certificated Personnel Salaries		173,133.00	173,133.00	169,533.00
2000–2999	Classified Personnel Salaries		6,516.00	6,516.00	6,516.00
3000–3999	Employee Benefits		78,010.00	78,010.00	76,870.00
4000–4999	Books and Supplies		25,000.00	25,000.00	25,000.00
5000-5999	Services and Other Operating Expenditures		178,200.00	173,900.00	169,900.00
6000–6999	Capital Outlay		0.00	0.00	0.00
7310 &7350	Indirect Costs		16,130.00	15,980.00	15,674.00
	Sub Total	0.00	476,989.00		
Total Amount Budgeted			476,989.00	472,539.00	463,493.00

SIG Form 4b—LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. If applicable, clearly identify those activities that are related to costs included in the pre-implementation column on the LEA Budget Summary (SIG Form 4a). Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed. Tie component to budget item (e.g., Professional Development to PD class).

Name of LEA: Pajaro Valley Unified School District

ACTIVITY DESCRIPTION (See instructions)	SIG Funds Budgeted (Identified per year)			Object Code
	FY2012-13	FY2013-14	FY2014-15	
Certificated Personnel				
School Improvement Coordinator .5 FTE	$42,000.00	$42,000.00	$42,000.00	1000-1999
To monitor and support implementation of the				1000-1999
grant at the (2)Tier II schools and work as a				
liaison between the district and the CDE				
50% salary $84,000=42,000X3 years				
Parent Education Specialistx3 yrs	$68,333.00	$68,333.00	$68,333.00	1000-1999
The district will give additional support to the 2 Tier				
II schools by hiring an additional Parent Education				
Specialist who will work with both sites to				
develop and expand parent education opportunities				
and parent involvement. Emphasis will be placed				
on collaboration between the two schools as				
EA Hall is a feeder school to Watsonville High.				
Incentives /Rewards for teachers	$40,000.00	$40,000.00	$40,000.00	1000-1999
Substitutes:				1000-1999
Teacher Evaluation system revision 10 teachers/10 days per year				
	$12,000.00	$12,000.00	$12,000.00	1000-1999
ELD Trainings				
substitutes for teachers to attend	$3,600.00	$3,600.00		1000-1999
10 subsX3 daysX 2 years				

Data Team Training for team leaders				
substitutes for team leaders/intervention coaches	$7,200.00	$7,200.00	$7,200.00	
Total 1000	**$173,133.00**	**$173,133.00**	**$169,533.00**	
Classified Personnel				
Bilingual Assistant hours	$6,516.00	$6,516.00	$6,516.00	2000-2999
Provides assistance in translations and communication				
to families to facilitate greater parent involvement				
and participation. Also supports SIG coordinator and				
schools as they implement improvement plan.				
Total 2000	**$6,516.00**	**$6,516.00**	**$6,516.00**	
Benefits				
School Improvement Coordinator	$28,000.00	$28,000.00	$28,000.00	3000-3999
.5FTE X3 years				
Parent Education Specialist	$28,385.00	$28,385.00	$28,385.00	3000-3999
Incentives for teachers	$10,000.00	$10,000.00	$10,000.00	3000-3999
Bilingual Assistant	$2,484.00	$2,484.00	$2,484.00	3000-3999
Substitutes:				
Teacher Evaluation system revision 10 teachers/10 days	$5,700.00	$5,700.00	$5,700.00	3000-3999
Data team trainings	$2,301.00	$2,301.00	$2,301.00	3000-3999
ELD Trainings	$1,140.00	$1,140.00		3000-3999
Total 3000	**$78,010.00**	**$78,010.00**	**$76,870.00**	
Materials and Supplies	$25,000.00	$25,000.00	$25,000.00	4000-4999
Additional supplies will be purchased to				
support classroom instruction and staff				
development				
Total 4000	**$25,000.00**	**$25,000.00**	**$25,000.00**	
Data Teams Training and Coaching				5000-5999
Teachers will continue to build skills				
in the data team process and in the				
implementation of the inquiry cycle.				
Professional development will be				
provided through presentations by				

district and site experts in the Data				
Teams process. "Lead and Learn" will				
provide the training and coaching to				
further develop skills for data teams				
and the use of student data,				
including benchmark assessments.				
Year 1-- 2 days training X 5200=10,400				
X 2 school sites=**20,800**	$20,800.00			5000-5999
Years 1-3 Coaching				
3 coaching days @5200 each=15,600				
x 2 visits per year=31,200				
X2 schools=62,400/year	$62,400.00	$62,400.00	$62,400.00	5000-5999
Professional Development on	$8,000.00	$8,000.00	$8,000.00	5000-5999
Grading Strategies				
(Lead and Learn, New Teacher Center				
or County Office) PD will be				
provided on grading strategies				
emphasizing not accepting student				
failure as an option.				
4 days per year @1000/dayX2 sites=8000				
X3 years=24,000				
Principal Coach	$10,000.00	$10,000.00	$10,000.00	5000-5999
New Teacher Center will provide				
coaching support for the principals at				
both schools.				
2 coachesX5,000 /year per principalX3 years				
Revision of Evaluation Process	$20,000.00	$20,000.00	$20,000.00	5000-5999
The district will continue working to				
revise the current teacher evaluation				
system. The revision will be done in				
collaboration with the teachers' union				
as well as the New Teacher Center				
based on the revised CA Standards				
for Teachers. The use of student data				
will be incorporated into the revised process.				
2 consultants from NTC @$1000/day				
for 10 days X3 years				
English Language Development Training				5000-5999
Support school sites with ELD				

training and coaching in two standards				
based curriculum programs suited for				
the secondary levels, *Inside* (middle				
school) and *Edge*(high school).				
Training is provided by Hampton-Brown National Geographic Consultants.				
Year 1 only-3 Training days at				
$500/dayX2 trainers	$3,000.00			5000-5999
Years 1 and 2				
Follow up coaching for 4X/yr	$4,000.00	$4,000.00		5000-5999
EL Achieve Constructing Meaning		$1,500.00	$1,500.00	5000-5999
Coaching for grade-level teams to support				
Systematic English Language Development				
for the middle school				
West Coast Center for Educational Excellence		$18,000.00	$18,000.00	5000-5999
Teachers will receive training in the effective use of differentiation within the classroom including specific training on the development of a master schedule to allow for differentiated groups. Training for school leadership team to begin in summer 2013. Follow up coaching for departments throughout the 2012-13 and '13-'14 school years.For Years 2 and 3 only for middle school.				
Cost is $18,000 per school per year.				
External Evaluator				
Evaluator to ensure our fidelity to the grant and				
proper implementation.				
50,000X3 years	$50,000.00	$50,000.00	$50,000.00	5000-5999
TOTAL 5000	**$178,200.00**	**$173,900.00**	**$169,900.00**	
SUBTOTAL	$460,859.00	$456,559.00	$447,819.00	
Indirect Costs (3.5%)	$16,130.00	$15,980.00	$15,674.00	7000-7999
Grand Total	**$476,989.00**	**$472,539.00**	**$463,493.00**	

SIG Form 5a—School Budget Summary

Fiscal Year 2012–13

Name of School: **Edward A. Hall Middle School**	
County/District (CD) Code: 6049688	
County: Santa Cruz County	
LEA Contact: Kim Sweeney	Telephone Number: (831) 786-2100 Ext.-2502
E-Mail: kim_sweeney@pvusd.net	Fax Number: (831) 728-6210
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	Pre-Imp	SIG Funds Budgeted		
			FY 2012–13	FY 2013–14	FY 2014–15
1000–1999	Certificated Personnel Salaries		548,593.00	545,953.00	539,593.00
2000–2999	Classified Personnel Salaries		99,437.00	99,437.00	99,437.00
3000–3999	Employee Benefits		394,135.00	394,135.00	394,135.00
4000–4999	Books and Supplies		177,188.00	96,228.00	55,800.00
5000-5999	Services and Other Operating Expenditures		57,765.00	22,800.00	9,500.00
6000–6999	Capital Outlay		0.00	0.00	0.00
7310 & 7350	Indirect Costs		44,699.00	40,549.00	38,446.00
	Sub Total	0.00	1,321,817.00		
	Total Amount Budgeted		1,321,817.00	1,199,102.00	1,136,911.00

SIG Form 5b—School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. If applicable, clearly identify those activities that are related to costs included in the pre-implementation column on the School Budget Summary (SIG Form 5a). Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed.

School Name: Edward A. Hall Middle School

SIG Form 6—Object of Expenditure Codes

Activity Description (See instructions)	SIG Funds Budgeted (Identified per year)			Object Code
ACTIVITY DESCRIPTION	**FY 2012-2013**	**FY2013-2014**	**FY2014-2015**	
Cerifcated Personnel Salaries				
AVID				
Advancement Via Individual				
Determination				
4 Teachers are trained every year				
for three years to build capacity				
we already began teaching this				
past year and are in year two.				
Tutors- $2,280 X 2 years-**$4560**	$4,560.00	$4,560.00		1000-1999
Subs-	$1,800.00	$1,800.00		1000-1999
Summer Academies				
ILT-3 weeks during the Summers				
years 2-3 for 6,7,8 graders				
12 T x 21x4hrs@ $28.36=$28,586	$28,586.00	$28,586.00	$28,586.00	1000-1999
Teacher Incentives: performance				
based rewards	$8,000.00	$8,000.00	$8,000.00	1000-1999
Annual Staff Retreat				
To review initial strategic plan				
review alignment of student				
achievement with needed strategies				
and schoolwide interventions				
Years 1-3 - 30 teachers@110day=	$3,300.00	$3,300.00	$3,300.00	1000-1999
Thematic Grade Level				
Collaborations and Data Teams				

For teachers to build community as				
they continue the data team process				
and implementation of the inquiry				
cycle sub costs 5 Xs 4days@$110				
*Year 1,2,3 =***$6,600**	$2,200.00	$2,200.00	$2,200.00	1000-1999
CAMSP Training Institute: Summer				
Intensive Institute,*lesson study content*				
*Math and Scienc*e	$2,640.00			1000-1999
6 days @$110 per day x's 4 teachers				
These resource /support, intervention				
/coaches will drive the necessary				
professional learning communities,Rti				
and student achievement data teams.				
Academic Coordinator	$72,286.00	$72,286.00	$72,286.00	1000-1999
1FTEDigital Media and Publications Teacher	$44,369.00	$44,369.00	$44,369.00	1000-1999
1.5FTEMath/ELA Intervention Coach/Teacher	$66,553.00	$66,553.00	$66,553.00	1000-1999
2FTEMath/ELD Intervention Speciaists	$83,340.00	$83,340.00	$83,340.00	1000-1999
2FTERLA/ELD Intervention Specialists	$83,340.00	$83,340.00	$83,340.00	1000-1999
1FTE Enrichment Teacher	$44,369.00	$44,369.00	$44,369.00	1000-1999
Administrative Salaries Xtra Hours				
for Academies and Planning				
Principal--15 days@$486=**$7,290**	$7,290.00	$7,290.00	$7,290.00	1000-1999
Assistant Principal-10 days@**$353**	$3,530.00	$3,530.00	$3,530.00	1000-1999
Academic Coordinator-10 days@**$343**	$3,434.00	$3,434.00	$3,434.00	1000-1999
1.FTE Academic Counselor	$51,172.00	$51,172.00	$51,172.00	1000-1999
Saturday/ Success Catch-up Club				
10 hours a week Xs 30@28.36=$8,424	$8,424.00	$8,424.00	$8,424.00	1000-1999
Increased Learning Time:Teacher				
compensation: 1/4hour per diem. Per	$29,400.00	$29,400.00	$29,400.00	1000-1999
25 teachers Xs 147 days				1000-1999
Total 1000s	**$548,593.00**	**$545,953.00**	**$539,593.00**	
Classified Personnel Salaries				
Parent Community Liaison	$36,249.00	$36,249.00	$36,249.00	2000-2999

1 FTE *facilitate communication*				
between parents and teachers				
in parent Center that they will				
establishing.				
Student Information DATA Tech.6FTE	$35,454.00	$35,454.00	$35,454.00	2000-2999
Campus Safety Coordinator/				
Student Liaison 1FTE	$27,734.00	$27,734.00	$27,734.00	2000-2999
Works to keep campus safe and bully				
free with counselor and Principal				
Total 2000s	**$99,437.00**	**$99,437.00**	**$99,437.00**	2000-2999
Classified Benefits				
1FTEParent Community Liaison	$37,053.00	$37,053.00	$37,053.00	3000-3999
1FTEStudent Information DATA Tech ,75	$11,306.00	$11,306.00	$11,306.00	3000-3999
1FTECampus Safety Coordinator/ 1FTE	$33,883.00	$33,883.00	$33,883.00	3000-3999
Certificated Benefits				
Teacher Incentives: performance	$2,000.00	$2,000.00	$2,000.00	
based rewards				
Admin xtra Hours *for academies/ planning*	$2,009.00	$2,009.00	$2,009.00	3000-3999
Thematic Grade Level Istruc collaborations	$935.00	$935.00	$935.00	3000-3999
Resource Personnel, Support,Rti				
Benefits				
1 Academic Coordinator	$31,017.00	$31,017.00	$31,017.00	3000-3999
1.5FTE Math/ELA CoachTeacher	$33,904.00	$33,904.00	$33,904.00	
2FTE Math/ELD Intervention	$67,808.00	$67,808.00	$67,808.00	3000-3999
2FFTE RLA/ELD Intervention	$67,808.00	$67,808.00	$67,808.00	3000-3999
2FTE Enrichment Teachers	$67,808.00	$67,808.00	$67,808.00	3000-3999
includes the Digital Media Teacher				3000-3999
1FTE Academic Counselor	$27,208.00	$27,208.00	$27,208.00	3000-3999
CAMPS Math Training Benefits	$371.00	$371.00	$371.00	3000-3999
Summer Academies				
ILT-3 weeks during the Summers				
years 2-3 for 6,7,8 graders	$5,259.00	$5,259.00	$5,259.00	3000-3999
Annual Staff Retreat	$464.00	$464.00	$464.00	3000-3999

Saturday/ Success Catchup	$1,181.00	$1,181.00	$1,181.00	3000-3999
Increased Learning Time:Teacher	$4,121.00	$4,121.00	$4,121.00	3000-3999
compensation: 1/4 hour per day. Per				3000-3999
25 teachers Xs 147 days				
Total 3000s	**$394,135.00**	**$394,135.00**	**$394,135.00**	
Materials and Supplies				
Math Intervention Materials: Glencoe	$20,000.00	$4,000.00	$2,000.00	4000-4999
w/ELD Component				
Curriculum Materials for AVID	$400.00	$400.00		4000-4999
Materials for Summer Academies	$2,000.00	$2,000.00	$2,000.00	4000-4999
Drama and Music Supplies	$2,000.00	$1,000.00	$1,000.00	4000-4999
Art supplies for Mural	$1,000.00	$1,000.00	$1,000.00	4000-4999
Thematic Training Binders	$4,000.00			4000-4999
Technology for Interventions				
Hardware				
To provide highly effective literacy				
instruction by requiring practical and				
academic mastery of language with				
tangible, published and observable results.				
Technologies will be used as a high-interest,				
effectively engaging medium to assist				
language learners to gain academic literacy				
skills. Students will gain multi-media				
literacy using video, photography,				
online tools, and publishing.				
90 Laptop computers	$37,000.00	$37,000.00	$37,000.00	4000-4999
power cords and batteries for laptops	$500.00	$3,300.00	$3,400.00	4000-4999
73 desktop computers + monitors	$34,417.00	$34,417.00		4000-4999
1 Macbook pro 17"	$2,256.00			4000-4999
60 iPads 54 Standard 32g, 6 64g	$43,684.00			4000-4999
ipad Cart	$2,811.00	$2,811.00		4000-4999
Projector for Auditorium + bulbs	$1,900.00			4000-4999

Server	$1,500.00			4000-4999
Digital Literacy and Publications - Web, Print, Video				
Printed Anthology of Student Work -	$10,800.00	$9,000.00	$7,000.00	4000-4999
Green Scr, lighting, bulbs, batteries	$420.00			4000-4999
Dig. Cameras/video, cards,cases, lens	$10,200.00		$1,600.00	4000-4999
Tripods/hubs	$300.00	$300.00	$300.00	4000-4999
Adobe Prem + UPG 2y	$2,000.00	$1,000.00	$500.00	4000-4999
Total 4000s	**$177,188.00**	**$96,228.00**	**$55,800.00**	4000-4999
Services and Other Operating Expenditures				
Rosetta Stone	$10,000.00	$5,000.00		5000-5999
BrainPop	$2,000.00	$2,000.00		5000-5999
Gizmos	$5,200.00			5000-5999
School Loop		$1,000.00	$500.00	5000-5999
Professional Development				
AVID	$3,515.00			5000-5999
ELD Path to Proficiency Thematic				
7 days @ $1,500 (Thinking Maps)	$10,500.00			5000-5999
21st Century Classroom Leadership				
5 days@$1,250	$6,250.00			5000-5999
Retreat Site	$300.00	$300.00		5000-5999
Food for Trainings	$1,000.00	$1,000.00		5000-5999
Coaches Trainings				
Coaches will receive training in order				
utilizing a trainier of trainers model in				
in the following areas in response to :				
Readers Writer's Workshop	$2,000.00	$500.00		5000-5999
Content Based Language Acquisition	$2,000.00	$1,000.00		5000-5999
Common Core Standards	$2,000.00	$2,000.00	$500.00	5000-5999
Math	$2,000.00	$1,000.00	$500.00	5000-5999
Science and Technology	$2,000.00	$2,000.00	$2,000.00	5000-

				5999
Travel	$5,000.00	$3,000.00	$2,000.00	5000-5999
Anti- Bullying Assemblies and Training	$2,000.00	$2,000.00	$2,000.00	5000-5999
Algebra Leadership Conference	$500.00	$500.00	$500.00	5000-5999
Coaching Institute for Math				
a team with Coach	$500.00	$500.00	$500.00	5000-5999
Asilomar Math and Reading	$1,000.00	$1,000.00	$1,000.00	5000-5999
Total 5000s	**$57,765.00**	**$22,800.00**	**$9,500.00**	5000-5999
SUBTOTAL Expense	$1,277,118.00	$1,158,553.00	$1,098,465.00	
Indirect Costs 3.5%	$44,699.00	$40,549.00	$38,446.00	7000-7999
Total 7000s	**$44,699.00**	**$40,549.00**	**$38,446.00**	
Grand Total	**$1,321,817.00**	**$1,199,102.00**	**$1,136,911.00**	

SIG Form 5a—School Budget Summary

Fiscal Year 2012–13

Name of School: **Watsonville High School**	
County/District (CD) Code: 4437901	
County: Santa Cruz County	
LEA Contact: Kim Sweeney	Telephone Number: (831) 786-2100 Ext.-2502
E-Mail: kim_sweeney@pvusd.net	Fax Number: (831) 728-6210
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	Pre-Imp	SIG Funds Budgeted		
			FY 2012–13	FY 2013–14	FY 2014–15
1000–1999	Certificated Personnel Salaries	307,870.00	1,083,969.00	1,082,363.00	1,080,861.00
2000–2999	Classified Personnel Salaries		2,890.00	2,890.00	2,890.00
3000–3999	Employee Benefits	1,901.00	242,273.00	243,019.00	242,300.00
4000–4999	Books and Supplies	15,000.00	89,116.00	367,493.00	352,596.00
5000-5999	Services and Other Operating Expenditures		144,106.00	141,106.00	141,106.00
6000–6999	Capital Outlay		0.00	0.00	0.00
7310 &7350	Indirect Costs	11,367.00	54,682.00	64,290.00	63,691.00
	Sub Total	336,138.00	1,953,174.00		
	Total Amount Budgeted	336,138.00	1,953,174.00	1,901,161.00	1,883,444.00

SIG Form 5b—School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. If applicable, clearly identify those activities that are related to costs included in the pre-implementation column on the School Budget Summary (SIG Form 5a). Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed.

School Name: Watsonville High School

SIG Form 6—Object of Expenditure Codes

Activity Description (See instructions)	SIG Funds Budgeted (Identified per year)				Object Code
	2011-2012	2012-2013	2013-2014	2014-2015	
Guaranteed Standards Based Curriculum					
Curriculum and Instruction Collaboration - data analysis, curriculum planning/mapping, training/coaching. Additional time.		$62,378.00	$62,378.00	$62,378.00	1000-1999
Training strategies to improve push-in for special need students (RtI training Lou Denti).		$3,850.00	$3,850.00	$3,850.00	1000-1999
English Language Development:EDGE Training 5 FTE release x 4 days		$2,400.00	$2,400.00	$2,400.00	1000-1999
College Prep Literacy					
Academic Language Training		$15,398.00	$15,398.00	$15,398.00	1000-1999
Data Driven Decision Making					
Additional administrative days 5 admin. x 5 days.		$10,137.00	$10,137.00	$10,137.00	1000-1999
Professional Development Time for Data Team Members. For refinement of skills (2 hrs/staff)		$5,133.00	$5,133.00	$5,133.00	1000-1999
Technology training PVUSD: software and hardware. (4/hrs year/teacher)			$10,907.00	$10,907.00	1000-1999

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Data Teams Common Assessment training: 3 subs for release time x 5 days.	$2,250.00				1000-1999
Effective Instruction					
One math coach (.80 FTE)		$55,909.00	$55,909.00	$55,909.00	1000-1999
Literacy Coach (.80 FTE)		$55,909.00	$55,909.00	$55,909.00	1000-1999
Math Institutes in Algebra, Geometry and Algebra 2. 12 FTE		$8,168.00	$8,168.00	$8,168.00	1000-1999
Teacher incentives		$20,000.00	$20,000.00	$20,000.00	
RTI2					
Advancement Via Individual Determination (AVID) 10 teachers		$21,056.00	$21,056.00	$21,056.00	1000-1999
Read 180 1 day training 3 teachers		$450.00			1000-1999
4 tech experts (existing staff) training to coach/support staff		$3,630.00		$3,630.00	1000-1999
Increased Advanced Placement capacity. Summer Institutes	$5,159.00	$6,159.00	$6,159.00	$6,159.00	1000-1999
RTI2 Teacher Collaboration time SLC focus for strategic need students.		$20,531.00	$15,398.00	$10,266.00	1000-1999
Collaboration with Extended Learning Teachers for standards and assessments	$4,106.00	$4,106.00	$4,106.00	$4,106.00	1000-1999
Accelerated Reader 2 Trainers being trained 2 release days		$3,300.00			1000-1999
SLC Teachers and Guidance Counselors collaboration time: cross curriculum projects, parent events, student tutorial, home visits, post-se condary education events. (2 hrs/week)		$218,144.00	$218,144.00	$218,144.00	1000-1999
Winter Institute (8 days) for all students		$148,378.00	$148,378.00	$148,378.00	1000-1999
Summer Institute (20 days) for all students	296,355.00	296,355.00	296,355.00	296,355.00	
CAHSEE prep classes – (12 Saturdays)		$3,080.00	$3,080.00	$3,080.00	1000-1999
Guidance Counselor for intervention students		$72,835.00	$72,835.00	$72,835.00	1000-1999

.5 Assistant principal for intervention and parent involvement		$46,663.00	$46,663.00	$46,663.00	
TOTAL 1000	$307,870.00	$1,083,969.00	$1,082,363.00	$1,080,861.00	1000-1999
Library media tech- 20 extra days		$2,890.00	$2,890.00	$2,890.00	2000-2999
TOTAL 2000		$2,890.00	$2,890.00	$2,890.00	2000-2999
Guaranteed Standards Based Curriculum					
Curriculum and Instruction Collaboration - data analysis, curriculum planning/mapping, training/coaching.		$8,739.00	$8,739.00	$8,739.00	3000-3999
Training strategies to improve push-in for special need students (RtI training Lou Denti).		$539.00	$539.00	$539.00	3000-3999
English Language Development:EDGE. Training 5 FTE x 4 days		$337.00	$337.00	$337.00	3000-3999
4 tech experts (existing staff) training to coach/support staff		$510.00	$510.00	$510.00	3000-3999
College Prep Literacy					
Academic Language Training		$2,157.00	$2,157.00	$2,157.00	3000-3999
Data Driven Decision Making					
Additional administrative days 5 administrators x 5 days.		$1,420.00	$1,420.00	$1,420.00	3000-3999
Professional Development Time for Data Team Members.		$719.00	$719.00	$719.00	3000-3999
Technology training for staff: hardware and software.			$1,528.00	$1,528.00	3000-3999
Effective Instruction					
One math coach (.80 FTE)		$31,802.00	$31,802.00	$31,802.00	3000-3999
Literacy Coach (.80 FTE)		$31,802.00	$31,802.00	$31,802.00	3000-3999
Math Institutes in Algebra, Geometry and Algebra 2.		$1,146.00	$1,146.00	$1,146.00	3000-3999
Teacher Incentives		$2,802	$2,802	$2,802	
RTI2					
Advancement Via Individual Determination (AVID) 10 each year.		$2,950.00	$2,950.00	$2,950.00	3000-3999

Read 180 1 day training. 3 teachers		$63.00			3000-3999
4 tech experts to be trained and to coach staff. 4 teachers x 32 hrs		$576.00	$576.00	$576.00	3000-3999
Increased Advanced Placement capacity.	$863.00	$863.00	$863.00	$863.00	3000-3999
RTI2 Teacher Collaboration time all 3 years small learning community focus for strategic need students.		$2,876.00	$2,157.00	$1,438.00	3000-3999
Collaboration with Extended Learning Teachers for standards and assessments.	$575.00	$575.00	$575.00	$575.00	3000-3999
Accelerated Reader 2 Trainers being trained; 2 release days	$463.00				3000-3999
SLC Teacher/Guidance Counselor Collaboration: cross curriculum projects, parent events, student tutorial, home visits, post-se condary education events.		$30,562.00	$30,562.00	$30,562.00	3000-3999
Winter and Summer Institutes		$62,311.00	$62,311.00	$62,311.00	3000-3999
CAHSEE prep classes – (12 Saturdays)		$432.00	$432.00	$432.00	3000-3999
Guidance Counselors for intervention students: 1.5 FTE Counselors. Reduce to one		$30,280.00	$30,280.00	$30,280.00	3000-3999
.5 Assistant principal for intervention and parent involvement		$22,072.00	$22,072.00	$22,072.00	
Library media tech- 20 extra days		$960.00	$960.00	$960.00	
TOTAL 3000	$1,901.00	$242,273.00	$243,019.00	$242,300.00	3000-3999
Guaranteed Standards Based Curriculum					
Technology Support for Core Curriculum Math and ELA+Software		$10,500.00	$10,500.00	$21,000.00	4000-4999
College Prep Literacy					
Additional classroom computers learning centers, increased student writing. (20/ year)			$43,440.00	$21,720.00	4000-4999
Update 3 computer labs over two years to support increased writing and			$36,924.00	$73,848.00	4000-4999

Advisory program.					
Books for library - Accelerated Reader and upgrade of collection	$15,000.00	$0.00	$55,000.00	$35,000.00	4000-4999
Data Driven Decision Making					
Laptop computers for the counseling staff to facilitate college applications, FAFSA, scholarships, parent education.		$7,266.00			4000-4999
STAR Math and Reading (Enterprise) computer adaptive diagnostic, screening, progress monitoring tools for gr 9-10.		$14,314.00	$11,116.00	$11,116.00	4000-4999
Effective Instruction					
Purchase 8 class sets of 32 **interactive students responders**.			$33,504.00	$16,752.00	4000-4999
Technology- server for sharing curriculum maps, units of study, lesson plans, effective strategies, video of lessons (year 2)			$3,849.00		4000-4999
RTI2					
Technology Equipment 53 Interactive white boards over three years to support student engagement and EL; 20 Replacement bulbs ($5,200/year)		$45,536.00	$161,660.00	$161,660.00	4000-4999
CAHSEE Diagnostic Exams for 9th grade, Writing Components, CA complete (Math & Language Arts), other CAHSEE materials to embed in core classes.		$7,500.00	$7,500.00	$7,500.00	4000-4999
Student, Parent, Community Involvement					
Parent Center development – parent training for center sustainability. Year 1: books and furniture; Year 2 & 3 expense to maintain the parent center books, materials, and supplies .		$4,000.00	$4,000.00	$4,000.00	4000-4999
TOTAL 4000	$15,000.00	$89,116.00	$367,493.00	$352,596.00	
College Prep Literacy					
Academic Language Training		$10,000.00	$10,000.00	$10,000.00	5000-5999

Data Driven Decision Making					
Administrative Professional Development- 2 Trainings/year.		$28,250.00	$28,250.00	$28,250.00	5000-5999
Effective Instruction					
Math Institute registration. Fees for 12 teachers		$7,200.00	$7,200.00	$7,200.00	5000-5999
Academic Language Coaching 10 visits		$5,000.00	$5,000.00	$5,000.00	5000-5999
RTI2					
Read 180 1 day training		$2,500.00	$2,500.00	$2,500.00	5000-5999
Accelerated Reader 2 Trainers being trained.		$3,000.00			5000-5999
Advancement Via Individual Determination (AVID) 10 FTE Travel & Conference.		$21,056.00	$21,056.00	$21,056.00	5000-5999
Increased Advanced Placement capacity (College Board). Travel & Conference		$13,800.00	$13,800.00	$13,800.00	5000-5999
Training strategies to improve curriculum for special need students (Lou Denti) 6-8 workshops plus coaching		$15,000.00	$15,000.00	$15,000.00	5000-5999
Student, Parent, Community Involvement					
Consultant contract with Pajaro Valley PreventionStudent Assistant training for students/**Peer Mentorships and Conflict Resolution**		$25,000.00	$25,000.00	$25,000.00	5000-5999
Transportation, childcare and food for 21 events		$13,300.00	$13,300.00	$13,300.00	5000-5999
TOTAL 5000	$0.00	$144,106.00	$141,106.00	$141,106.00	5000-5999
SubTotal	$324,771.00	$1,562,354.00	$1,836,871.00	$1,819,753.00	
total 7000	$11,367.00	$54,682.00	$64,290.00	$63,691.00	7000-7999
pre-implementation year 1		$336,138.00			
Grand Total	$336,138.00	$1,953,174.00	$1,901,161.00	$1,883,444.00	

SIG Form 9—Schools to Be Served

Indicate which schools the LEA commits to serve, their Tier designation, and the intervention model the LEA will implement in each Tier I and Tier II school. For each Tier I and Tier II Title I school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and those that are eligible to receive FY 2010 SIG funds, may implement the transformation model in no more than 50 percent of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	Turnaround	Restart	Closure	Transformation	Start Over (Restart and Turnaround Only)	Implement SWP
Edward A. Hall Middle School	6049688	062949004540		X					X		
Watsonville High School	4437901	062949004555		X					X		

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school planning to implement the **Transformation Model** that the LEA intends to serve. Include actions and activities required to implement the model, a timeline with specific start and end dates of implementation, the position (and person, if known) responsible for oversight, and the type of evidence that will be submitted to the CDE, upon request, to verify implementation. The Implementation Chart must address all required components of the selected model and include specific activities for the components that have already been completed as well as the components that will be completed in the future. Actions and activities that are part of the LEA's optional pre-implementation activities should be clearly identified as such.

School: **Edward A. Hall Middle** Tier: I or (II) (circle one)

Required Components	Actions & Activities	Timeline Start	End	Oversight	Description of Evidence
a(1) Replace the principal who led the school prior to commencement of the transformation model.	A new principal was hired.			PVUSD School Brd. HR Dept.	Human Resources Records New Principal in place
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	District intends to revise its teacher evaluation system based on the state revised "California Standards for the Teaching Profession". This has a student strand which focuses on data and student growth. The principal evaluation system is being revised in collaboration with West Ed.	6/10	6/14	Human Resources	District Human Resources Records and Website on Evaluation Practices including timelines, schedules and calendars.

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Edward A. Hall Middle**	Tier: I or (II) (circle one)				
Required Components	**Actions & Activities**	**Timeline** Start / End		**Oversight**	**Description of Evidence**
a(3) Identify and reward school school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The district will continue to work with the teacher's union to remove any staff member identified that is not improving instructional practice, even when given the support and opportunity to make change. Both Tier II schools have worked closely with the Human Resource Department to ensure that 100% of their teachers are highly qualified. Teachers will be paid for an additional15 minutes a day of instructional time and for extra collaboration time. Teachers will be provided with incentives for meeting their academic goals.	8/11 8/12	6/14 6/14	District Human Resources Union Principal Human Resources	Teacher and Administration evaluations.

a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	**Thematic Learning Academies** *Using student performance data and teacher instructional practice data, teachers will collaboratively plan Standards Based Integrated Thematic units of study designed to promote increased rigor, engagement, differentiation, and relevance Support for Thematic Learning Academies will be provided through*: **Common Instructional Grade Level Collaboration Time :2 X a week for 85 minutes** for planning cross content, thematic, standards driven units of study that incorporate differentiated instruction, performance assessments, and strategies for English Language Learners, totaling collaborative sessions in the three year period. **Coaching Cycles:** 1X a year for each teacher on staff consisting of lesson study and model lessons provided by the content literacy coach and math coach and Academic Coordinator.	8/12	6/14	Principal Academic Coord. Assistant Principal ELA/Math Coach English Language Specialist	Schedules Minutes PD Evaluations Calendar DATA Director Reports on Progress CST Scores School Academic Plan DATA Team Cycle Results **Academic Coordinator Records which**

a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	**Academic Language Training** (ie: E.L Achieve- Constructing Meaning, Thinking Maps: Path to Profiency,21st Century Classroom Leadership) – All teacher will be trained and coached rotation of departments over two years including site coaching.	8/13	6/15		**include**: Schedules Minutes from Coaches Meetings
	Thinking Maps, Path to Proficiency: Promote integrating thinking and interdisciplinary learning. Teachers will learn how to differentiate for language levels, content, process and product using the **Thinking Maps.** Training consists of: • Introductory workshop: 1 day • Follow up coaching: 7-9 days • Advanced Training: Trainer of Trainers	8/12	6/14	Coaches Teachers Joy Wenke	Minutes from weekly Common Instructional Collaborations Cognitive Maps/Curriculum Maps Common Lesson Plans and Thinking Maps
	National Geographic/Hampton-Brown*INSIDE***:**Student placement will be based on CELDT, CST, the Inside Placement Test and Benchmark assessment data. Training for use of the program with fidelity consists of:	8/11	6/13	Principal Academic Coord.	*At the end of three years site based coaches will be able to provide on –site coaching*

a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	• 3 full days of training for all INSIDE teachers • On-going coaching and lesson study with ELS **Advancement Via Individual Determination (AVID)** summer institute for core content area teachers to improve instruction of study skills and critical thinking.	8/11	6/13		*coaching training in all PD provided.* *Thinking Maps, 21st Century Classroom Leadership, Inside.* Classrooms
	Digital Media Literacy: Technologies will be used as high-interest, effectively enriching and engaging medium to assist students in gaining literacy skills necessary for success in the 21st century, including skill development in Internet research and literacy, multi-media literacy using video, photography, and online tools, and publishing through industry-standard programs by Microsoft and Adobe. Through these courses students will be provided highly effective literacy instruction by requiring practical and academic mastery of language with tangible, published and observable results. Accountability and transparency of student progress will be communicated between students, teachers, and parents through use of School Loop.	8/11	6/14	Intervention and ELD Teachers English Language Specialist Coach Assistant Principal	Inside Placement Test ELD Lesson Plans District Writing Assessment DATA Director Reports on Progress CST Scores School Academic Plan DATA Team Cycle Results CELDT Scores
		8/11	6/14		

a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	RTI2 Teacher Collaboration time all small learning community focus for strategic need students. Develop and track intervention strategies.	8/12	6/14	Principal Academic Coord.	Increased Student Engagement Results of Formative Assessment Sign-in Sheets/Minutes
	Administrator Professional Development- 2 Trainings/year. (ie. ACSA Academies, Lead and Learn Center)to bolster leadership skills.	8/12	6/15	Enrich. Teachers Thematic Planning	
	Academic Language Coaching by literacy coaches (Math and Literacy coach). Math Institutes in Pre-Algebra, and Algebra	7/1	5/14	Coaches Academic Coord.	Preparation for High School and support and motivation by highly trained teachers and college tutors.
	Continue with 21st Century Classroom Leadership: Classroom Management Strategies and trainer of trainer, modeling and coaching.	8/12	5/14		Results include higher grades, parent
	The results will help with the teacher expectations of best practices, differentiation of instruction and clear academic and socio-emotional expectations.	8/11	5/15	Principal Coaches Math Coach	involvement, increase in GPA, student achievement on benchmarks, CSTs , in all grades. **Project-based publishing will include:**

a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.					Design and publication of a school-wide anthology of student writing, monthly newsletters by classroom, bi-weekly video newscast, ongoing web site and blog development, and cross-curricular research and reporting

School: **Edward A. Hall Middle**		Tier: I or (II) (circle one)			

Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	New staff orientation day	8/12	6/15	Principal	Minutes and Agendas
	Staff Retreat to review initial strategic plan, review alignment of student achievement with needed strategies and school-wide interventions.	8/12	6/14	Admin Team	Minutes and Agendas
				District	
	New Teacher Project to support new teachers for first two years of service in classroom and via seminars.	8/11	6/14	Digital Teacher	Calendar of Trainings
					Minutes
				Techie	
	Technology training for staff: including) software, grading programs, SMARTBOARDS SCHOOL Loop, general use, and staff training annually.	8/12	6/14	Coaches	Sign up sheets
					Principal evaluation Tool
				Academic Coord.	Observations
	One math and one literacy coach (1 FTE each) to provide observations, coaching, instructional and assessment support, as well as two model classrooms. Focus on instructional practice and academic literacy for all departments.	8/12	6/13		Google Doc Tool
					Lesson plans
	Collaboration with Extended Learning Teachers for standard and				

a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	assessment alignment in core content and intervention courses. Provide time for **peer to peer coaching and collaboration** for continuous improvement of teaching practices during Common Instructional Collaboration time and Common Grade Level Instructional Preps. **Nurturing atmosphere** at meetings and trainings which includes light refreshments, ample space, and time for teacher reflection/discussion.	8/12 8/12	6/13 6/15	Academic Coord. with ELT Coord. Principal Admin Teachers	Teacher Observation Tool Minutes Morale Teacher Feedback,Norms Hiring new staff before end of June
b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	Quarterly progress monitoring using benchmark and sharing data by Admin Team, Principal's Cabinet, School Site Council and ELAC. Curriculum and Instruction Collaboration - data analysis, curriculum planning/mapping, training/coaching. Data analysis occurs weekly during Common Instructional Collaborations, CST, CELDT, Benchmark, and Universal Screening assessment data is used to build the master schedule, to identify curriculum appropriate to	8/11	8/15	Admin Team	DATA Director Reports SMART GOALS DATA Cycle Results CST

b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	student needs (SBE approved supplemental and core), to identify necessary staff development, and to monitor progress and effectiveness of implementation on an ongoing basis.	8/11	8/15	Academic Coord. Coaches Admin Team	Minutes from Meetings and Common Instructional Collaborations
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	Weekly collaboration in data teams. Analysis of formative assessment data and strategic, differentiated instructional planning Bi-monthly meetings with data team leaders and coaches to provide guidance and support and to monitor implementation .The Academic Coordinator will meet with Data Teams bimonthly to provide support and guidance as well as oversee the existing system of forms to be filled out at each Data Team Meeting located on the school district server.	8/11 8/11	8/15 8/15	Academic Coord. Principal Asst. Principal	DATA Team Results Online DATA Team Forms Minutes Focal Five Progress Results

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School, Cont.

School: **Edward A. Hall Middle**   Tier: I or (II) (circle one)

Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
c(1) Establish schedules and implement strategies that provide increased learning time. **Base Year: 2011-2012** **(7:57-2:50)** LA – 528 MA – 257 SS – 257 SCI – 257 PE – 257 Tutorial – 36	**Core: A/B Block Schedule :** **An additional 145 minutes of Math** per week in double blocks. Allows for 30 minutes of RTi. (257 minutes a day) **Double RLA/ELD Blocks.-85 minutes .**Allows for at least 45 minutes of RTi a day. **Double ELD/Intervention Blocks**-85 minutes a day **Tutorial** : Schoolwide response to Instruction and Achievement I **ILT :CORE Amount Increased overall : 25 minutes per day, plus, 3 weeks of Summer Academies for all students**. Academies will be four hours long, and will offer enrichment as well as CORE and intervention classes through the use of technology.	8/12	6/14	Principal Assistant Principal Academic Coord. ELA/Math Coach Interv. teachers Academic Coord. Summer Academy Teachers	Master Schedule Minutes of Staff Meetings Leadership Meetings and Minutes

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School, Cont.

School: **Edward A. Hall Middle**   Tier: I or (II) (circle one)

Required Components	Actions & Activities	Timeline Start End	Oversight	Description of Evidence
c(1) Establish schedules and implement strategies that provide increased learning time. **2012-2014 School Year (8:00-3:15)** LA – 402 MA – 402 SS – 227 SCI – 227 PE – 227Enrichment – 227 Tutorial – 104	**Enrichment:** For all students daily. Drama, Music, Woodshop, Digital Multi Media literacy through technology using video, photography and publishing. Thematically Connected (Newscasts,School Newsletter)2 FTE Enrichment Teachers TBH **Amount Increased: 227 minutes a week.** **Teacher Collaboration:** Double Common Grade level Instructional Collaborations 2 Xs a week and every Wednesday afternoon for 2 hours. Common Grade level Instructional Preps 2Xs a week. **Amount Increased:** 227 minutes per week		Enrich. Teachers Academic Coord. Principal Coaches	Minutes of Collabs Pacing Calendars Formative Assessments

d(1) Provide ongoing mechanisms for family and community engagement.	Parent Center – staffing, workshops for parent /student communication, education system awareness, cultural literacy, family and student support, college –planning, school governance participation. EA Hall, in partnership Youth Now, Extended Learning, and TEC (Tecnologia Educacion Comunidad) will provide an Information Technology (IT) parent program called Falcon TEC Parent Program. The goal is to provide instructional, recreational, academic, familial, and other psycho-social supports necessary to encourage predominantly Latino, largely Spanish-speaking students to pursue higher education and careers in IT, where they are vastly under represented.	8/12	8/15	Parent Liaison Principal TEC Director Ext. Learn. Director	Sign in Sheets School Loop Extended Learning Numbers Improved Parent Involvement Meeting Minutes

School: **Edward A. Hall Middle**	Tier: I or (II) (circle one)

Required Components	Actions & Activities	Timeline Start End	Oversight	Description of Evidence
e(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	Working with the teacher's union, Pajaro Valley Federation of Teachers, the school site has already been given some flexibility in the transfer, rehire and recruitment process. The district will continue to work for additional flexibility regarding retention of teachers. The district has already taken steps to align funding to school improvement initiatives, including working with individual sites to ensure their ability to fund school improvement efforts. The district will continue working with the site and union to ensure that any additional flexibility needed around time, schedules or calendar is given.	8/12 6/15	HR Union District	Meeting Minutes Negotiation Results Budgets Minutes of Meetings Calendars New Schedules

e(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	The LEA hired a part-time Coordinator of the School Improvement Grant to oversee the grant and to provide assistance to the SEA in the transformation of the school. The CDE has provided technical support via webinars and email.	7/11	6/15	Supt.	Board Meeting Notes Ongoing Support Site Visits Timely Reporting

Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school planning to implement the **Transformation Model** that the LEA intends to serve. Include actions and activities required to implement the model, a timeline with specific start and end dates of implementation, the position (and person, if known) responsible for oversight, and the type of evidence that will be submitted to the CDE, upon request, to verify implementation. The Implementation Chart must address all required components of the selected model and include specific activities for the components that have already been completed as well as the components that will be completed in the future. Actions and activities that are part of the LEA's optional pre-implementation activities should be clearly identified as such.

School: **Watsonville High School**   Tier: I   or Ⓘ I (circle one)

Required Components	Actions & Activities	Timeline Start	Timeline End	Oversight	Description of Evidence
a(1) Replace the principal who led the school prior to commencement of the transformation model.	New principal hired	6/10	9/10	PVUSD School Board, HR Dept.	New principal in place
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	District intends to revise its teacher evaluation system based on the state revised "California Standards for the Teaching Profession". This has a student strand which focuses on data and student growth.

The principal evaluation system is being revised in collaboration with West Ed. | 6/10 | 5/15 | Principal, HR Dept., Union | Teacher and Administration evaluations. |

Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: **Watsonville High School**				I or (II) (circle one) Tier:	
Required Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
a(3) Identify and reward school school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The district will continue to work with the teacher's union to remove any staff member identified that is not improving instructional practice, even when given the support and opportunity to make change. Both Tier II schools have worked closely with the Human Resource Department to ensure that 100% of their teachers are highly qualified.	6/13	5/15	Principal HR Depart.	Records of rewards and teacher transfers or removals
a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	English Language Development: EDGE Training 5 teachers x 3 days Academic Language Training (ie: SALT, Content Mastery, Thinking Maps) – rotation of departments over three years including site coaching.	3/11 8/12	5/11 4/15	Principal AP of Curriculum and Instruction PVUSD Ed. Services	Attendance sheets PD evaluations Data team and SLC meeting minutes

a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	Math Institutes in Algebra, Geometry and Algebra 2. 12 teachers/annually	7/12	7/14		Increase in AP achievement and enrollment as well as increased student achievement on benchmarks, CSTs, and in grades.
	Advancement Via Individual Determination (AVID) summer institute for core content area teachers to improve instruction of study skills and critical thinking.	7/12	7/14		
	Read 180 1 day training – intro training for new teacher(s) and refresher for others	8/12	8/12		Decrease in student attrition due to transfer to alternative ed.
	Increased Advanced Placement capacity. Summer institutes for AP teachers and also prospective AP teachers to increase achievement expectations and provide instructional tools for <u>all</u> classrooms.	7/12	7/14		Reading level data for 9th and 10th grades
	RTI2 Teacher Collaboration time all small learning community focus for strategic need students. Develop and track intervention strategies.	8/12	5/15		
	Accelerated Reader 2 Trainers being trained for site support and training of staff.	8/12	8/12		

a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	Administrator Professional Development- 2 Trainings/year. (ie. ACSA Academies, Lead and Learn Center)	7/12	4/15		
	Academic Language Coaching by literacy coaches (Math and Literacy coach)	8/12	5/15		
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school	New staff orientation day – site and district induction.	8/12	8/15	Principal	Orientation day evaluations
	New Teacher Project to support new teachers for first two years - in classroom and seminars.	8/12	5/15	Guidance AP	Hiring of new staff before end of June
	100% of our teachers are highly qualified. We require the CLAD or BCLAD for all staff – new and veteran, and provide instructional support through an EL TOSA.	7/11	5/15	District HR and Tech. Dept's.	Semester evaluations of coaches by staff
	Technology training for staff: post-secondary education (PSE) software, grading programs, computer adaptive assessments, general use, and staff training.	8/12	5/15	Site Extended Learning Coordinator	Sign-in sheets for tech trainings and log of drop-in assistance.

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School, Cont.

School: **Watsonville High School**			I or Ⅱ (circle one)		
Required Components	**Actions & Activities**	Tier: **Timeline** Start End		**Oversight**	**Description of Evidence**
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	One math and one literacy coach (.80 FTE/each) - observations, coaching, instructional and assessment support, as well as two model classrooms. Focus on instructional practice and academic literacy for all departments.	8/12 5/15			Extended Learning - Attendance sheets for collaboration, data analysis of common assessments and final grades
	4 tech experts to be trained and to coach/support staff as more technology tools are purchased (ie SMART boards, responders, web resources). Drop-in and formal workshop styles.	8/12 5/15			Google Doc Tool Observations Staff Survey (morale)
	Collaboration with Extended Learning Teachers for standard and assessment alignment in core content and intervention courses.	8/12 6/15			

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School, Cont.

b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	Quarterly progress monitoring using benchmark and SharePoint data by Admin Team, Principal's Cabinet, School Site Council and ELAC	10/12	6/15	Principal AP Curriculum and Instruction	Data team notes (Sharepoint) STAR reading and Math data Completed progress monitoring narrative.
	Curriculum and Instruction Collaboration - data analysis, curriculum planning/mapping, training/coaching. Data analysis occurs weekly during contract hour sessions.	7/12	5/15		
	STAR (Enterprise) Reading and Math progress monitoring tool and training. For better evaluation of progress toward proficiency.	8/12	5/15		
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	Weekly collaboration in data teams. Analysis of formative assessment data and strategic, differentiated instructional planning	8/12	6/15		software records, formative assessments, grades, CST, CAHSEE, CELDT
	Data Team coaching outside workday annual refresher (2hrs)	7/12	5/15	SharePoint	Updated data wall in main office
	Data Teams Common Assessment training for literacy/math coaches and one administrator.	3/12	3/12		Sign-in sheets; training evaluations

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School, Cont.

School: **Watsonville High School**		I or (II) (circle one) Tier:			
Required Components	**Actions & Activities**	**Timeline** Start	End	**Oversight**	**Description of Evidence**
c(1) Establish schedules and implement strategies that provide increased learning time.	**Core** 8 day Winter / 20 day Summer Institutes will be open for all students for credit recovery, skill enhancement, career exploration, creative expression, and academic enrichment. **Amount Increased: 128** 40 hours Winter institute/120 hours Summer Institute/48 hrs Saturday CAHSEE prep classes PVUSD Extended Learning currently offers summer school to 700 of our credit deficient students. The institutes will provide for all students an opportunity to expand their learning experiences and increase skills.	6/12	7/15	HR Dept. PVFT Principal Extended Learning	Records of notices/phone calls home; parent/student surveys; sign-in sheets; attendance records; course lists Formative Assessments

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School, Cont.

School:	**Watsonville High School**		Tier: I or (II) (circle one)		
Required Components	**Actions & Activities**	**Timeline** Start End		**Oversight**	**Description of Evidence**
c(1) Establish schedules and implement strategies that provide increased learning time.	**Enrichment** Enrichment courses will include courses such as drama, poetry writing, career exploration, intramural sports, film, photography, web design, anime for example. **Amount Increased: 80 hours** Teacher Collaboration Benchmark, formative assessment data analysis; course pacing and curriculum alignment; Small learning community strategic student data analysis and intervention **Amount Increased: 133 hours**				

d(1) Provide ongoing mechanisms for family and community engagement.	SLC Teacher/Guidance Counselor Collaboration: cross curriculum projects which incorporate real world application, parent events, SLC Advisory committee, student tutorial, home visits, post-secondary education events.	8/12	5/15	Principal Intervention AP Community Liaison Intervention Counselor	Sign-in sheets, home visit logs, parent evaluations Reduction in bullying and other discipline incidents
	PVPSA training for students/Peer Mentorships and Conflict Resolution to reduce student conflict and provide life learning.	7/12	5/15		Calendar of parent events
	Parent Center – staffing, workshops for parent /student communication, education system awareness, cultural literacy, family and student support, college –planning, school governance participation.	7/12	5/15		School Loop Meeting Minutes Extended Learning numbers
	Transportation, childcare and food for families to school events for increased family attendance.	9/12	4/15		

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School, Cont

School: **Watsonville High School**		Tier: I or Ⅱ (circle one)			
Required Components	**Actions & Activities**	**Timeline** Start End		**Oversight**	**Description of Evidence**
e(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	Additional administrative days to develop tools and systems for data collection, monitor data, and professional development: 5 administrators x 5 days. Guidance Counselor for strategic intervention students. Additional .5 Administrator to manage intervention and parent involvement.	7/12 8/12 8/12	5/15 6/15 6/15	District Principal	Master schedule; budgets; meeting minutes or computer records; achievement data
e(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	The LEA hired a part-time Coordinator of the School Improvement Grant to oversee the grant and to provide assistance to the SEA in the transformation of the school. The CDE has provided technical support via webinars and email.	8/11	6/15	District SIG Coordinator Assistant Sup't Secondary	Meeting agendas; timely reporting; site visits;

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